

School and Community

Vol. XVI

FEBRUARY, 1930.

No. 2

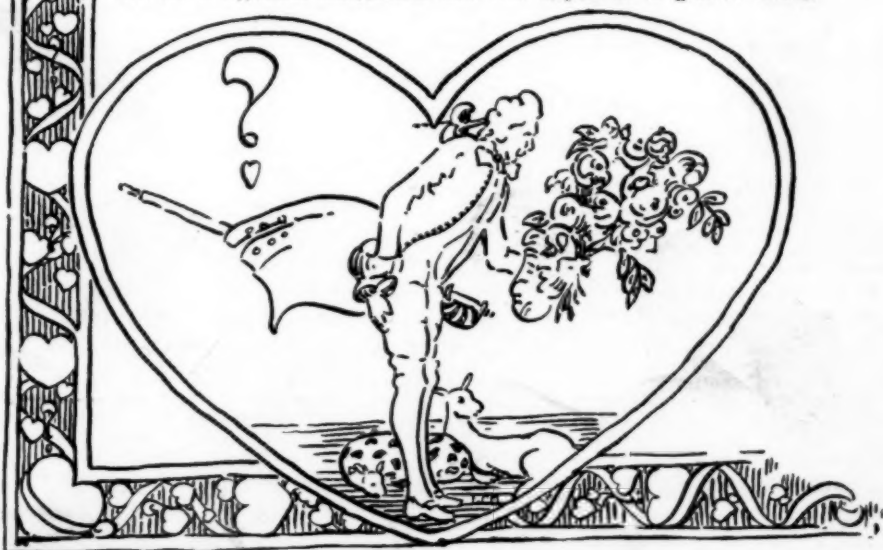
A Year From Now



LOOKING BACKWARD to one year ago, we see the M. S. T. A. in the midst of a regular session of the General Assembly fighting for a movement toward equality of educational opportunity and support—then a forlorn hope.

LOOKING FORWARD one year we see the M. S. T. A. again with a Legislature fighting for the same principle but a bigger and better program. We, who have been dubbed (none too affectionately) "tax-consumers", have, in our requests for the public schools at the hands of the State, been outdone by the "tax-payers", represented by the Governor's Survey Commission. It is for this program that we fight from now on, and with the understanding that only active, militant, and determined public opinion will insure Legislative and Executive approval.

PAST DISAPPOINTMENTS show us only our enemies and spur us to greater efforts. This is not the time for stupefying regrets that cause the native hue of resolution to be sicklied o'er by the pale cast of thought, but for a righteous indignation that will inspire us to greater action.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XVI

FEBRUARY, 1930.

No. 2

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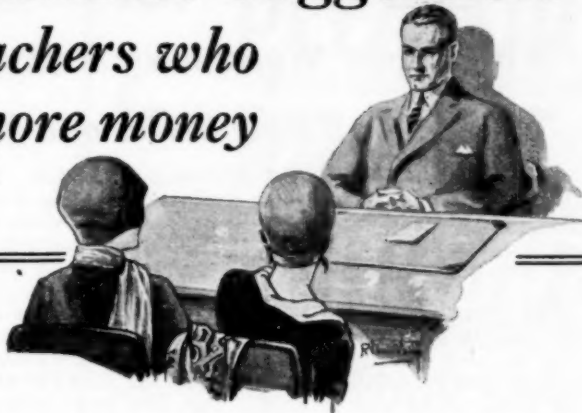
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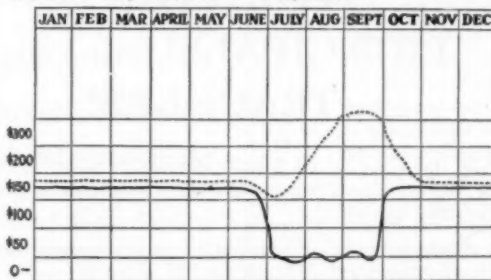
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INDIANA



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EDITORIALS

WHEN GOVERNOR CAULFIELD announced his decision not to call a Special Session of the General Assembly to consider the report of

his State Survey Commission, he disappointed many of those who believed that the sooner evils are corrected the greater will be the resulting benefit and the less will be the cost. "He who helps quickly, helps doubly," is an adage that has some application to the case in hand. Regardless of his reasons, announced or otherwise, for delaying action we are disappointed, and "Hope deferred maketh the heart sick."

However, there is little progress to be had from looking backward and no good is to come from spending our energies in regrets. Betrayals, real or fancied, only serve to emphasize the need for courage. The sooner we make up our minds not to rest until Missouri lives up to her opportunity, until justice is done, the nearer will we be to accomplishment.

As teachers, we need to take off our sack cloth and put on our fighting clothes—to get up out of the ashes of humility and take a position more in keeping with our ideals and purposes. Too long have we been apologetic. Too long have we acted as cringing sycophants at the feet of selfish interests enthroned in power but debased in purpose. Let us fight in the faith that this program is right, believing that righting a wrong, extending relief to the suffering, establishing Justice in the place of injustice

are movements which no political expediency can permanently prevent and no personal opportunism can indefinitely postponed.

PUBLIC SENTIMENT is an illusive thing, but in the campaign from now until the principles of the report of the Governor's Survey

Commission become the basis of the State's relation to the problems of public education and

to our penal and eleemosynary institutions, public sentiment will be the vantage point for which each side will fight. The side that wins public sentiment will win the battle ultimately. Unfortunately the enemy appears to have the advantage of the metropolitan press to begin with. Their battle cry is expenses, taxes, costs. They know the psychology of salesmanship and therefore they know how to prevent the sale of this idea of the Governor's Survey Commission. Few people would buy an automobile if the machine were stored in the darkest corner of the garage and only the price exhibited in the show room. That's what some of the larger newspapers are doing with this program. They cover up the goods while they play the bright lights of publicity on the price. Yes, and they take a twelve year period in order to make the cost appear as large as possible. The real salesman talks about the low monthly or weekly payments.

We must be fair about the costs and we can be without the slightest

WHAT SHOULD WE DO ABOUT IT?

WE MUST EXHIBIT THE GOODS

harm being done to our sales-prospect, but we must always remember to keep the goods in the display window. We may be assured that the people of Missouri want the things offered by the Governor's Survey Report, when they have seen and comprehend-

ed them. But ours is the task of showing. As a beginning let us resolve now to let no educational meeting pass without making the exhibition of educational equality to the child and tax equality to the citizen a prominent feature of the program.

LOVE—A SUPREME QUALIFICATION

By G. E. Dille

TO-DAY the teachers of Missouri will have greater opportunities and responsibilities than they have ever experienced before. The trend of the educational program is onward and upward. Missouri has thousands of wide-awake teachers who are doing noble work largely because they have a genuine love for children.

Only a short time ago,—scarcely more than five generations,—Pestalozzi began his world-famed career of instruction by gathering a group of underprivileged children around his own hearthstone, thus converting his thin-soiled, unproductive, clay farm into an industrial home for the unfortunate. This altruistic act, though in itself unsuccessful, paved the way for a social reform through education which swept the whole world throughout the nineteenth century. It is true that his work as a practical teacher was unsuccessful, but it is primarily due to Pestalozzi's effort that such great attention has been given to the study of method, both theoretical and practical, from that day to this.

Pestalozzi loved children. In his unquenchable zeal, teachers of all time have an everlasting heritage. The real teacher has a job,—a responsibility,

a big one. She should not look on her thirty youngsters as just so many feet to keep in line, or so many heads to cram with facts, with a pay warrant at the close of each fourth Friday. She should look on her thirty youngsters as thirty genuine problems, as thirty possibilities, with each one having something in him different from everyone else in the world. The teacher's real job is to help him to find that "something."

Unlike Pestalozzi it is not necessary that we as teachers gather the children into our own homes, but like him we can take them into our hearts,—into our confidence. We can make them feel at ease in our presence; we can proffer the much-needed sympathy which far too many fail to get in some homes; we can take more interest in each child's home environment; and in many instances we can change the course of a child's life from one of shiftlessness or apparent incorrigibility to a better one of vision and of service.

Let each of us take a personal interest in the welfare of each and every child under our instruction. Let us do our work in such a way that we shall experience the genuine thrill from service rendered that this teacher did when she said to the parent: "I

thank you for lending me your little child today. All the years of love, and care and training you have given him have stood him in good stead in his work and in his play. I send him home to you tonight, I hope, a little

stronger, a little taller, a little freer, a little nearer his goal. Lend him to me again tomorrow, I pray you. In my care of him I shall show my gratitude."

LUTHER HARDAWAY

"**L**UTHER HARDAWAY passed away last night"—such was the brief message that came over the wire from Chicago on January twenty-second, 1930. But what message, when it relates to a friend, can so flood the springs of memory? What can so challenge one to check life for its realities?

Luther Hardaway was a fighting man who had developed his fighting instincts on a high level and devoted them to worthy causes. Unworthily he never fought. As a poor boy, early orphaned, he fought for the support of his mother and younger brothers. As a youth he fought for an education which he acquired by his own efforts over mid-night-oil and at the sacrifice of most of the pleasures which belong to normal youth. As a teacher he battled for excellence and effectiveness in teaching, which he attained in high degree. As a county superintendent of schools for Jasper county he fought for better teaching, consolidation of schools, and improvement of educational conditions until he made his county an outstanding one in the State, which was used as an example to point the way to county supervision for the state as a whole. As assistant State Superintendent of Schools he was in the forefront of the struggle for reforms which were then adopted or have since been. As editor of a state educational journal he fought for progressive ideals and secured for the journal a degree of appreciation it had never before enjoyed. As secretary of the State Teachers Association for a short time in the days when that position did not require full time services, he raised it to a higher level of power and service than it had previously held. As a representative of a prominent publishing house, he has for the last nineteen years of his life stood for high ideals of business and education, enjoying the confidence of his employers, the appreciation of the public and the respects of all the bookmen, colleagues and competitors alike.

For several years he has fought against the odds of what he knew was an incurable disease, but, as in all his fights, he has kept his buoyant spirit, his indomitable will, his hopeful outlook toward a victorious consumation.

Luther Hardaway was a versatile man as his life work shows. Whether his task was teaching a class, writing an editorial, organizing a school system, delivering an address, or writing an advertisement, it was done with a touch of artistic mastery, and contained Hardaway's personality.

He leaves a wife who has reason to be thankful for her part in his success, and two sons to whom he has bequeathed the heritage of a good life.

Truly it may be said of Luther Hardaway: He has fought the good fight; he has kept the faith; he has won the crown.

WHAT IS A GOOD SCHOOL?

By William C. Bagley

1.
A GOOD SCHOOL looks sedulously after the health and bodily well-being of those whom it serves.

2.
A GOOD SCHOOL is characterized by eager and aggressive industry upon the part of both pupils and teachers. In a good school hard work is taken for granted.

3.
A GOOD SCHOOL is characterized by whole-hearted coöperation between teacher and pupils and among pupils. In such a school the teacher is a leader and a guide, rather than a task-master.

4.
IN A GOOD SCHOOL a spirit of helpfulness and constant regard for the rights and welfare of others are strongly in evidence. "Others first" is a good motto for a good school, just as it is the outstanding motto of the good home.

5.
A GOOD SCHOOL almost all of the time is a "happy" school, not because happiness is sought directly, but because happiness is the usual accompaniment of hard work, unselfishness, and a willingness to help others. The latter factors, however, are much more important than happiness as such or in and for itself.

6.
A GOOD SCHOOL sets high store by what may be called the ideal of fine workmanship. To do as well as one can the task that the hand (or the head) finds to do, irrespective of the reward that it brings, irrespective of whether it is intrinsically interesting or boring; this to my mind is the ideal that American youth needs most of all at the present time.

7.
IN A GOOD SCHOOL every pupil learns each successive day a little bit more to stand alone, to "carry on" without oversight and direction, to control his own interests and desires and direct his own conduct toward worthy ends. The most important test of the teacher's efficiency is the degree in which he or she makes himself or herself, not indispensable, but dispensable. **Self-guidance, self-discipline, self-control**—these are among the primary objectives of a good school.

It is much easier to formulate ideals of what a good school should be than to set forth a program for realizing these ideals.

In the first place, good schools are not likely to be developed overnight. One must work patiently and steadfastly, but above all one must not be depressed if the progress is slow. It is well to watch for and to cherish even the smallest gains. Here, for example, is a boy who shows the beginning of a sense of responsibility that was entirely lacking last week. Here is a girl who seems to be acquiring a notion of what it really means to learn to the point of actual mastery. Here is a pupil who has awakened to the fact that work which is at first unattractive in itself may, if persisted in, become interesting or even fascinating. Each of these cases illustrates an important element in the kind of growth which the life of the school should bring about.

In so far as my observations give me a basis for judgment there is no single formula for the development of a good school. Most of the methods and procedures described in books on teaching have a place in certain school situations, but no one of them is a panacea—for that matter, no combination of them will solve all of our problems. In the last analysis the important element is the capacity of the teacher to see clearly what is needed, to work patiently toward the desired results, and above all to forget himself or herself and live with and for the boys and girls.

EVERYTHING IN READINESS FOR BIG MEETING OF ADMINISTRATIVE ASSOCIATION

THE OFFICERS in charge of the Seventeenth Annual meeting of the Missouri State School Administrative Association have everything in readiness for one of the best meetings this Association has held.

In keeping with the practice established two years ago State Superintendent Chas. A. Lee has called his meeting of the County Superintendents for the same time, so that both city and county administrators will be participants in this program.

One of the leading speakers on rural education is to be Professor C. E. Rarick, Professor of Rural Education, Hays Teachers College, Kansas. Professor Rarick is Chairman of the Kansas School Code Commission and is a noted authority on rural education. He assisted in the Survey recently made in Missouri by the Governor's Commission. Those who are especially interested in rural education are fortunate to have the assistance of such an outstanding leader on their program. Mr. Rarick is scheduled for several addresses.

Another outstanding rural educator from outside the state is to be Miss Harriett Parrott who is State Rural School Supervisor for North Carolina. Miss Parrott brings not only the interest of her own ability, but that acquired by her connection with the state that has made outstanding progress in rural education during the last few years.

Of special interest to city administrators and general interest to all is Dr. W. H. Burton, Professor of Education in the University of Chicago. Dr. Burton is a

widely known author, one of his most recent books being "The Nature and Direction of Learning". He is co-editor of the Appleton Series of supervision and teaching. He is nationally known as an authority in his field.

Dr. Milo H. Stuart is the Principal of the Arsenal Technical High School of Indianapolis, Indiana. He is a well known authority on high school administration, a frequent contributor to leading educational magazines and President of the Department of Secondary School Principals of the National Education Association. One of his best known works is "The Organization of a Comprehensive High School".

The business administration of public schools will be discussed by the most outstanding man in this field in the United States, George F. Womrath, Business Superintendent of Public Schools

at Minneapolis. He is co-author with Englehart and Reeves of "Standards for Janitorial and Engineering Service". He has made many and valuable contributions to the present literature of business administration and school building problems. He is well known through his frequent articles in the American School Board Journal.

The sessions will begin on Wednesday morning, February 12th in room 230 of Jesse Hall and State Superintendent Chas. A. Lee will be in charge of this session.

The County Superintendents will enjoy a banquet on Wednesday evening which will be followed by business sessions for the District County Superintendents Associations.



Supt. Charles Banks,
President of Missouri State School
Administrative Association

The program on Thursday morning will be held in the auditorium of Jesse Hall. At noon the Phi Delta Kappans will serve a luncheon at the Tiger Hotel and in the evening Christian College will give a dinner for the members of the Association at which Dean J. C. Miller will preside as toastmaster.

On Friday the convention will be divided into two groups, one for city school

administrators, meeting in the auditorium of Jesse Hall and one for county superintendents, meeting in room 230, Jesse Hall. On Friday evening a dinner will be served by Stephens College for the members of the Association and Dean J. J. Oppenheimer will preside.

One session of each division will be held on Saturday forenoon.

CORPORAL PUNISHMENT

Mrs. Virgie Loyd, Supt. Riverview Gardens Consolidated Schools,
St. Louis Co., Mo.

IN THIS AGE when educators are delving so deeply into the various fields of effort, it is high time that we look a little more deeply into the behavioristic problems and adopt a more intelligent attitude toward corporal punishment for the child. The inexperienced teacher usually resorts to this method as the surest way to get immediate results, and as requiring less effort on her part than will be necessary to ascertain the various reasons for the offences committed by the child. The experienced teacher who is more interested in the prospects of a future position than in the welfare of the child, sometimes resorts to corporal punishment because he fears that the community or the school board may rate a teacher in proportion to his willingness to lay on the lash. We too often forget that the ultimate results of our dealing with the child are the ends to which immediate results must lead.

The human being resents nothing so deeply, so utterly, so everlastingly as a blow. He holds his body sacred, and any violation of it is to be resisted even unto death. The passions aroused in a child by striking him are dangerous and sometimes difficult to quell. These passions, these hurts, may rankle beneath the surface, until at last the soul-stuff breaks and the vicious circle becomes complete, when the one who has suffered, becomes, in his turn, the brutal inflictor of suffering.

The most efficient masters of animals never beat them. They know that the whip takes the spirit out of a horse and that he has no chance to win with a broken spirit. Doesn't the child also win on his spirit? If the child is subdued

by fear he is handicapped, if not ruined for life, especially if he is proud or high spirited. The soul of man is unconquerable. It works its will in the end. When will teachers awaken?

Corporal punishment affects the body and not the intellect. It demoralizes both the child and the authority administering it. It lowers to the animal level of control. By it the human element in the child is completely ignored. Through it the teacher says to the child, "I shall now treat with you not as a human being but as an animal." We forget that the highest type of civilization does not reason by means of bodily pain, but by appealing to the mind. The temporary relief that in some case may be obtained by striking the child does not offset the harm done him. For the most part it is a confession of weakness on the part of the teacher who is forced to resort to this method of discipline. She says by her actions, "I cannot take this child with me in my efforts in his behalf. I have not been able to meet him on his own level and build on his experiences. I have not exerted myself to know why he reacts as he does. I have neither the time nor the inclination to study this child sufficiently to familiarize myself with his characteristics."

In the natural course of things it will always be necessary for some teachers to use corporal punishment, but it should be used only as a last resort and after intelligent thought has been given to the case in hand. When a child is sent to my office for correction, I am never too busy to put aside work and have a heart to heart talk with him. This living, breathing, vibrant specimen of God's creation merits

all the time and attention at my disposal. He usually departs in tears after promises have been made which, strange to say, are seldom broken.

As a substitute for corporal punishment, I should like to recommend the following:

1. Study the child to know why he reacts as he does.
2. Remove as far as possible the cause of his offence.
3. Be able at all times to get the child's point of view.
4. Provide an abundance of wholesome activity which will take care of surplus energy.
5. Through study and observation learn to know children.
6. Be more interested in the proper development of the child than in what some influential patron may think of you for not whipping "Bobby Jones," when he stuck a pin into his neighbor.
7. Have playground supervision at all times thereby removing temptation from the child's path.
8. Keep yourself well twenty-four hours a day. Frayed out nerves on the part of the teacher magnify offences committed by the child.

Opposite Poles in Selecting the County Superintendent of Schools

Election, the Political Basis

1. Chosen without reference to special training for the position.
2. Choice limited to the county.
3. He spends much of his time in running for reelection.
4. There is often a demand to "pass the office around."
5. The masses of voters cannot properly pass on the qualifications of the candidate.
6. If an inefficient person is selected, he cannot be dismissed.
7. The voters are limited in their choice to a few who are willing to "run" for office.
8. The county superintendent is politically minded.
9. In states in which the superintendent is elected the qualifications are specified by law, and are low.
10. Incompetent persons are often put in office by the fortunes of politics.
11. The results are usually ineffective and progress slow and difficult.
12. The method is being impeached by professional school men in all states.

Appointment, the Professional Basis

1. Chosen with reference to special training for the position.
2. Choice not limited to the county.
3. He devotes his time to the schools.
4. The school board retains him as long as he gives efficient service.
5. The county board can look into the qualifications of the candidate without fear of disapproval.
6. If he proves inefficient, he can be removed.
7. The county board of education has wide range in seeking the most competent.
8. The county superintendent is professionally minded.
9. In the states where appointment prevails the qualifications are high.
10. The board is charged with the obligation of selecting the best qualified person. This they do without fear of consequences.
11. Progress is rapid and standards easily raised.
12. The method has proven effective wherever tried.

—From Service Bulletin, Ky. Ed. Ass'n.

HELPS THAT HINDER

By ELLA VICTORIA DOBBS

NEVER BEFORE were so many devices offered for helping teachers to teach and children to learn many subjects. Some of these are real helps and some are of doubtful value. The difference is generally a matter of emphasis. Some of them are based on sound principles and are of real value in educational development. Others are made to sell and have commercial rather than educational value. Some of them are planned to stimulate thought and promote real progress. Others are planned with a view to producing an attractive result with the least difficulty to the teacher and the least effort on the part of the pupil. Helps of this last type are really hindrances.

A certain editor in writing a letter concerning a recent publication said, "We need some one to tell us what to do in this field, and to tell it to us times enough to make us believe it." While the editor's pedagogy may not stand all the tests, there are some ideas that seem to need many repetitions to make them take hold.

The definition of "results" apparently belongs to the class of ideas, for it seems to be so easy to mistake superficial appearances for real accomplishment, and so hard to appreciate the subtle evidences of genuine growth or discover the factors it involves.

Many of these devices are the crystallization of successful methods used by some expert teacher but lacking her personality and her interpretation they do not always succeed in other hands. Some of them develop into systems which must be used entirely or the scheme fails as does a ventilating system when some one in need of fresh air opens a window. This applies all too often in reading systems of such complex interrelationships that in the emphasis upon the details of the system the child is submerged and his real needs are well-nigh forgotten.

That these doubtful devices find especially fertile soil for growth in the field of art is probably due to two causes. First, interest in art and art products is increasing through the growing consciousness that the art factor enters into every phase

of life and indeed has commercial value. Also, our present day emphasis on creative expression stimulates corresponding emphasis upon expression in the concrete, which must depend upon art principles. Second, because our teacher-training program has so often underestimated or ignored the importance of art training for all teachers, many instructors find themselves ill-prepared to guide any sort of activity in which the art element is prominent. Therefore they grasp eagerly at any suggestion which seems to offer help and which promises to produce attractive results.

As an example, it has come to be the style to make large use of posters in relation to various phases of school life. While we approve heartily of the style when so presented that it serves educative ends, we are quite sure that its value lies, not in the beauty or cleverness of the finished poster but rather in what the child gains from his work in making it. We believe it is easily possible for children to make up one or more posters which in an exhibit could be described by such terms as clever, artistic, well proportioned in space and color, or even "just too cute for anything," without having made any advance in creative expression, appreciation of space relations or color harmony or any other fundamental factor involves in the construction of the posters. The market abounds in **helps** for postermaking which are guaranteed to produce **results in posters**. Large figures are outlined ready to be cut out and mounted. Color spots are indicated, small prints of the completed poster are given to indicate the arrangement of the poster. By mechanically following directions a **result** is assured—but what result? A good looking poster? Yes. Advancement in creative expression or appreciation of fundamental principles of poster making? To a large extent, no.

If a housekeeper wishes to embroider a cushion for her couch, but knows herself to be quite ignorant in the field of design and color harmony she is quite wise to provide against failure by selecting a

ready-to-use design with the colors definitely designated. Her objective is a cushion, not art education nor creative expression. She is wise to follow a method which will give the result desired—an attractive cushion.

But the teacher's objective is not posters or cushions—it is thoughtful boys and girls who are to be helped to grow in power to think clearly, compare and judge values and make wise choices. Creative expression is one factor, a most important factor in this growth, for it involves first hand experience in comparison, judgment and choice. But if creative expression is to rise to a higher level it must be accompanied by an increase in appreciation of fundamental principles.

This appreciation comes most readily through contact with good examples, and through analysis and discussion of their characteristics and qualities. The wise teacher generally so sets the stage of events that the desired principle is dis-

covered by the class, but the discovery is a part of her plan and comes when pupils will find immediately useful in their free expression.

It is here that the many helps are real helps and not hindrances. Numerous and well chosen examples related to the subject in hand will tend to stimulate ideas through suggestion and encourage creative expression. A servile copying of prepared material will hinder creative expression and tends to discourage independence and to develop a weak reliance upon any thing which will substitute for thought.

The so-called helps which reduce the necessity for both thought and understanding, which permit a purely mechanical procedure to produce a superficial and misleading result, which give an unearned sense of satisfaction which lulls to sleep instead of stimulating to action,—these are the helps which hinder.

WHO HAS FAILED WHEN A STUDENT FAILS?

THE PRESIDENT of a state educational institution in the middle west has the habit of sending to each of his faculty member what he calls an "Occasional Note." The following is one of these notes. It is worthy of consideration by all teachers. Low scholarship on the part of students may have several explanations, and low standards of teaching is quite likely to be one of the reasons.

—Editor.

FURTHER IN THE matter of the low relative scholarship of the students of the University, to which attention has already been called, the President wishes to observe that all matters of scholarship rest ultimately with the teacher and the student. If the student fails to attain an academic mark, somewhat commensurate with his ability, thru lack of study especially, it is primarily because the teacher has failed to so interest and guide the student as to secure the desired response. A low academic level on the part of the student body denotes more or less inefficient teaching. And so it comes to pass that the teacher cannot escape responsibility for the failures in his subject. High per cent failure, or even high per cent passing, indicates low per cent teaching efficiency.

It therefore becomes necessary for each teacher in this University to look carefully and frankly into his teaching technique, as well as into his general knowledge of the subject he is offering, to see whether he is receiving at least as fine a response from his students as another might secure from the same student group. The situation clearly demands close introspection and careful checking.

On this matter the following from Pres. Tulloss of Wittenberg College is pertinent:

"The character of the teaching in an institution has a profound effect upon the general morale of that institution. The morale of the faculty as a whole is favorably affected by high grade instruction at any point, adversely affected by instruction that is poor. The morale of the student body is heightened by the work of each good teacher; lowered by the inadequate service of each poor teacher. This involves not only the attitude of the student toward things intellectual; it affects his general attitude. It is held by some that it affects even his moral attitude. The student who is stimulated, kept at work, keyed to the proper pitch in the classroom, is less apt to sag morally outside the classroom."

HUMOR IN THE CLASSROOM

By Glenn C. Smith

SOME TIME AGO there appeared on the cover page of this magazine a teacher's prayer, with this significant petition, "Give me a sense of humor and the power to laugh." This prayer should arise from every teacher's heart. Doubtless, it would be approved by every superintendent and pupil as a necessary qualification of the teacher and a saving grace for all concerned.

Leading men in all professions realize the value of humor. Dean Walter Williams, in writing an introduction to a book, once said, "The mission of the humorist is to make men smile. In a world where grief walks ever on the public highways and pain is man's companion spirit, the mission of the humorist is high and holy. Laughter lengthens life. The humorist is a benefactor of the human race. He drives away sorrow, puts courage into fainting hearts, and chases the clouds from the sky. He is both tonic and anesthetic." Chauncey Depew once said, "I owe my mental and physical health, and my long life to a sense of humor. If you want to live long, laugh much."

The teacher with a sense of humor will have a sense of values, that will help her evaluate among the ridiculous, the amusing, and the incongruous. It will prevent her from passing harsh judgments and hasty conclusions. The teacher with a sense of humor is kindly, appreciates the pathos of life, and humor as a means of combating it.

Like charity, humor should begin at home. By including ourselves in our subject of laughter, we develop a sense of the fitness of things that will make our judgment sound and our philosophy wholesome. A little humor now and then is enjoyed by the best of men. It combats sorrow, broadens sympathies, softens unkindness, dries tears, soothes tired nerves, rests the mind, removes misunderstandings, and places the student in that friendly atmosphere which is necessary to all real teaching.

There is need of humor in the school room, for there should be opportunity for merriment, happiness, and enjoyment.

The mistakes of pupils may be enjoyed in a thorough going and wholesome manner. The pupils who learn to laugh at their own mistakes have acquired a valuable habit. When all laugh at a ridiculous error, the atmosphere is freed of its tension and the student of embarrassment and humiliation.

There is much humor to be found in the school room. In an agriculture class a teacher once asked what treatment was recommended to kill weevil in wheat. A bright girl at once shot back the answer "push dog", when the answer should have been, "dog push". A long, cold trip to a debate tournament was relieved by a humorous incident. We had stopped for lunch. The waitress had served food and asked what we wished to drink. One of the boys, who did not understand the question replied, "I will take a piece of chocolate pie."

Humor is often the means by which pupils may be interested in current events, literature or any other subject. Will Rogers' statement that he feared that there would be so much static, when our last presidential candidates were delivering their acceptance speeches, that the people would not know whether they accepted the nomination or not, served as a motive in interesting a class in Citizenship, American Problems, and American History in current events. A few years ago when Congress assembled, Rogers wrote, "Congress assembled this morning. God protect the country". This quotation was used to create in the student an interest in the procedure and the problems confronting Congress. Such quotations as Mark Twain's observation that everybody talks about the weather but nobody does anything about it, can be used to cause boys and girls to leave cheap novels alone and turn to the wholesome humor of Mark Twain and other good literature. Who would not be interested in Julius Caesar, and Shakespeare when we read:—

He loves no plays,
As thou dost Anthony; he hears no music;

Seldom he smiles, and smiles in such a sort

As if he mocked himself, and scorned his spirit,

That could be moved to smile at anything.

Such men as he be never at hearts ease While they behold a greater than themselves,

And therefore dangerous.

Boys and girls are by instinct happy. Happiness should thrive in the school. The sense of humor of the teacher and pupils should have free rein. It will clear the atmosphere, bridge the gap of mis-

understanding, and largely remove problems of discipline. Here comedies and tragedies are enacted and should be regarded as such. If a day goes by and neither the teacher nor the pupils see or hear anything that makes them smile or laugh, one may rest assured that something is wrong with the atmosphere of our class room or our sense of humor.

Our prayer should indeed be:

"Give me a sense of humor, Lord, give me the power to see a joke, To get some happiness out of life and pass it on to other folk."

A SCHOOLROOM REFLECTION— THE INFLUENCE OF FEAR.

Charles Ammerman, Assistant Principal Roosevelt High School.
Address given over the radio.

THERE ARE NOT MANY places where one has as good an opportunity to study human nature as in the schoolroom. Usually there are as many different phases as individuals present. If the teacher is disposed to look beyond the subject matter and realize that he has a chance to do something more than teach his subject, he will never have cause to complain of the schoolroom being monotonous.

One of the most conspicuous observations is that of "fear." I do not know of anything that stands in the way of the pupil getting the most out of school as much as fear, or some of the characteristics that grow out of it.

Let me illustrate what I mean. A father and mother came to the school recently to find out why it was that their son made such low grades. They said he did well when he was in the grades. His eighth grade teacher had told him that he could graduate first in his class if he would try. He planned to make the effort. But one day it occurred to him that if he won the honors, he would have to make a speech at commencement. That settled it. He was afraid to appear before a crowd. He no longer made the effort and was perfectly satisfied when he graduated third instead of first. He had avoided that which he had feared.

In the high school that sense of fear had increased. He did not do himself justice because he was afraid to recite before his new class mates. He was afraid of his examinations, he was afraid to take part in the work of literary clubs, and it never occurred to him that he could do anything in athletics. Fear was one of the causes of his low grades, perhaps it was the main cause. He did not know this. His parents did not understand it. But there he was, badly handicapped, and at present we cannot tell when he will overcome his handicap if he ever does.

A few years ago it was believed that one was born with certain traits of character. But that is not so generally believed now. I do not believe that fear was born in this boy. It is not a trait inherited from one, or several, of his ancestors. That boy was taught to be afraid. Who was to blame, who did the teaching? No one can tell. But some time in his experience, in all probability during his first years when such things make the deepest impressions, something occurred which left the impression of fear in his makeup, and later conditions were such that this fear grew.

I believe that we will find, if we analyze it carefully, that fear is the basis for more of our acts than we realize. Sometimes I am tempted to believe that it is the basis for most of the bad acts,—especially in young people.

Recently I talked to a boy who had played truant. My first question was, "What is there, if anything, at the school that you are afraid of?" He was astonished at such a question, but not to be outdone he told me that he was not afraid of anything or anybody. Further inquiry, however, showed that he was afraid, although I do not think that up to that moment he had looked upon it in that light. His work in English was difficult for him. He could not take care of it in the way his teacher demanded. He dreaded to go to class without his work, so he played truant. The trouble in English was adjusted and I do not know that he has missed a day since.

Now and then the teacher hears a parent say, "My boy is peculiar. He lacks self-confidence. He knows his work, but he is too timid to express himself and he is often afraid that he is not right." I have a growing sympathy for such a pupil; but as my sympathy grows greater for the pupil it becomes less so for the parent. I often feel like asking the parent why it is that the boy does not have more confidence. This trait is one of the forms of fear. The child is afraid that he is wrong. He is afraid of himself. This characteristic was not born in him. It has been instilled in him by the parent and, as a rule, the parent has furnished conditions which have favored its growth.

In many cases the parents of such children have the best possible intentions. They want to spare their children hardships, especially the hardships they en-

dured. So they think they are doing a kindness when they relieve them of some things. Such parents seldom place responsibilities on their children. How many fathers say to their boys, "You cannot do this work as it should be done. I will do it." "This costs too much to trust you with it." The mother may not think it wise to let the daughter work on a dress because she knows so little about it, and after all the goods are expensive and she might spoil it. The self-reliance and confidence that may be developed by making such a dress, even if it does not turn out well, will make greater returns some day than the cost of the material. Let the parents whose child lacks confidence ask themselves what they have done to bring about that condition.

Children who lack self-confidence usually come from homes where the parents will not trust them with responsibilities, or from homes where they are continually told that they are not as good as children in other homes, or where faults are repeatedly pointed out.

Give the child responsibilities early in life. Let these responsibilities be within his power, of course. Do not expect him to carry them out all the time. How many of your responsibilities do you bring to successful issue? When he is successful, give him praise, the same kind of praise you like to get. Some day you will find that your child believes in himself, which means that he is free from one of the worst forms of fear.

LIFE'S MIRROR

There are loyal hearts, there are spirits brave.

There are souls that are pure and true;
Then give to the world the best you have,
And the best will come back to you.

Give love, and love to your life will flow,
A strength in your utmost need;
Have faith, and a score of hearts will show
Their faith in your word and deed.

Give, and your gift will be paid in kind,
And honor will honor meet;
And a smile that is sweet will surely find
A smile that is just as sweet.

For life is the mirror of king and slave;
'Tis just what we are and do;
Then give to the world the best you have,
And the best will come back to you.

—Madeline Bridges, *Utah Educational Review*.

COLLEGE PARENT-TEACHER COOPERATION IN MISSOURI

Mrs. Lawrence L. St. Clair, State Chairman of Parent-Teacher Associations in Colleges.

IN THE RESOLUTION adopted by the State Convention of the Missouri Branch of the National Congress of Parents and Teachers was the following: "As to measures for worthy home membership, (a) We urge upon our members the active promotion of College Units."

I should like in this short article to call attention to reasons why Missouri should take the lead in completing the national plan of Parent-Teacher organization through pre-school, grade, junior high school, senior high school and college.

In making an incomplete survey of college organizations in Missouri, I find interest in the college parent-teacher cooperation already existing. In every college or university studied there is at least one group definitely interested in its college and doing the very things done by the thirty well-organized groups in the several states now members of the National Congress of Parents and Teachers.

These activities include aid in the solution of student problems, particularly those concerned with the social side of student life. Through well planned programs, the associations have become a means of communication between the college authorities and the public. Better living quarters have been insisted upon. Attention in illness, particularly during convalescence has been given. Student loan funds have been maintained and successfully administered, cooperation between the parents of the community on the matter of standardization of social regulations for students living in town and students living in the dormitories has been secured. Insistence upon clean amusements in the community in which the college is located is one of the lines of improvement attempted.

As important as these activities for student welfare is cooperation with the colleges in education for parenthood and worthy home membership. In all pre-school groups, the need for informed parent-hood has been evident. So often has Mrs. E. R. Weeks, mother of Parent-

Teacher work in Missouri, said "If our young men and young women only knew more about this greatest profession, we would not have such serious problems as we find in the pre-school circles." "Education for Worthy Home Membership" was the theme of the National Convention of the Congress of Parents and Teachers in Washington this last May and at the State Convention in St. Louis in October. The "Proceedings of the Thirty-third Annual Meeting, Washington, D. C., 1929," contains very fine addresses by national educators on this subject and these with sources available in each college group suggest many ways to promote this phase of education.

In several of our colleges some study of the work of parent-teacher associations has been made in the teacher-training courses for credit under some member of the education faculty. "Institutes" directed by state and national officers have been held during the summer term at our Teachers Colleges in which students as well as parent-teacher leaders in the community could study the parent-teacher movement.

College Presidents and Deans have shown their willingness to cooperate in the organization of college units wherever such cooperation could be made vital. Dr. Cloyd Heck Marvin, President of George Washington University considers the extension of "this fine type of cooperation into the field of higher education" a vital part of the educational system.

Parents are anxious for the promotion of the college parent-teacher organization. As an example, one mother wrote me, "My daughter is in—College. Couldn't something be done to encourage the organization of a college unit there?" At the state convention interest has been growing for the last three years and at the last convention reports of possible organizations over the state were most encouraging.

The college movement as such is just in its beginning. It originated with the es-

tablishment of the Mother's Club of Stanford University and Mrs. J. W. Bingham was the first National chairman. Of the thirty college units with national membership, four are in Missouri. They are Lincoln University Parent Teachers Association, Jefferson City Junior College unit, Hardin Club of Hardin College, Mexico, Missouri and the Caruthersville Junior College unit. The Hardin Club is of long standing, having functioned definitely and successfully since 1921 and becoming a member of the National Congress two years ago. The Junior College units of Jefferson City and Caruthersville are new. The Lincoln University reports do not come to me.

At least two types of college units are feasible, the well established groups at our universities and colleges which have be-

come members of the National Congress of Parents and Teachers and the newly organized units. Anyone interested in the welfare of the college may be members. The way to become member units is fully explained in the new Handbook of the National Congress of Parents and Teachers.

Since there are in existence groups which are vitally interested in cooperation between parents and higher education, since there is a desire on the part of parents that they may cooperate in solving some of the problems of our college people, and since the college authorities themselves welcome such cooperation, let us put Missouri far in the lead in the "development of the final cooperative unit in our formal educational program."

THOSE CHAIN LETTERS

ABOUT TWO or three times a year comes a chain letter, its links clanking curses upon the head of him who breaks the chain and tinkling promises of good luck to him who according to directions passes it on to nine others who will in turn pass it on to 81 others who will in their turn pass the letter to 729 others and so on ad infinitum.

Now none of us are superstitious, Oh, no, not us! But we, that is some of us, continue to get and send on these perennial pests.

Superintendent G. E. Dille of Chillicothe has reflected on this subject, as his habit is, a little more than some of us have. We reprint his reflections as they appeared in the mimeographed publication which he sends out periodically from his office:

"A branch of a chain letter came to our desk this week bearing the names of such notables as Senator Heflin, Bernard Shaw, Henry Ford, Colonel Lindberg, Aristide Briand, Ramsey MacDonald and John Barrymore. Recipients of the letter were requested to make nine copies and to send one to each of nine friends. The letter which we received bore the names of 32 recipients. If the one who originally

started the letter had sent nine letters, and each recipient had sent nine letters, and each of the recipients of those letters had sent nine letters, who knows what the consequences would be? We fear we haven't enough paper to figure to the 32nd power of nine. If no recipient had broken this chain for the first nine broadcasts, there would have been exactly 3,486,784,401 letters sent. If we estimate the cost of copying and sending one of these letters at 4 cents, the total cost would amount to exactly \$139,471,376.04. Believe it or not."

Well, we believe it, and more. So when we got this same letter with two or three added "recipients" and noted the statement that it should go twice or thrice around the world, we realized that it had evidently been to everyone on the planet at least three times even if the major fraction of the people to whom it had been sent had failed to pass it on. Without hesitation we exclaimed, "This thing has gone far enough" and governed ourselves accordingly. Thank you, Mr. Dille. We can hereafter safely wastebasket a chain letter that has as many as nine names on it. It has already been twice to each inhabitant of the globe.

The Meeting of the American Association for the Advancement of Science

By John Hardy.

AMERICA'S GREATEST scientific meeting of the year is the convention of the American Association for the Advancement of Science. It is an organization of stupendous size and scope of activity. It has 119 officially associated organizations including every branch of scientific thought. There were 1360 people on the program of the Des Moines Meeting. The program itself is a book containing 204 pages. The Association meets annually during the Christmas Holidays. Last year it met in New York City, this year in Des Moines, next year it will meet in Cleveland, the following year in New Orleans, and three years from now in Chicago.

Every teacher in every school is forced to face a situation in which her pupils are intensely interested in science. A study of child interests was made in a certain Missouri City School System a year ago and it was found that science stood at the top of the list even with small children. To meet this demand courses of study in science are being made even for primary grades. Furthermore scientific topics constitute a considerable percentage of every day conversations in which the teacher must take part. It behooves her therefore to acquire scientific information and attitudes regardless of her position in the scheme of education. These great national science meetings furnish excellent opportunities.

It is common opinion that such meetings are for scientists and science teachers only. Nothing could be further from the truth. Science no longer can be thought of as segregated knowledge. **SCIENCE NO MORE BELONGS TO SCIENTISTS THAN RELIGION BELONGS TO THEOLOGIAN OR MUSIC TO MUSICIANS.** Science is the hand-maiden of SOCIAL as well as material development. Her truths are universal in appeal and in intrinsic interest.

A meeting of scientists is NOT characterized by a continuous stream of dry (to the layman) technical papers. Any tradesman, much less educator, would have found a great deal of interest in the Des Moines Meeting. The great scientists have learned to discuss the most difficult

subjects in simple language and to make a technical concept intelligible to his lay audience.

There were during the week 20 popular lectures by such eminent men as Henry Fairfield Osborn, president of the American Museum of Natural History of New York City; Robert A. Millikan, of the California Institute of Technology; W. T. Bovie, recently of the Harvard Medical School; Irving Fisher, of Yale; Ales Hrdlicka of the United States National Museum; W. J. Humphreys of the United States Weather Bureau; and others.

It will be remembered that Dr. Osborn is perhaps the world's leading authority on paleontology. His somewhat new theory of evolution is attracting world wide attention. He spoke on "The Discovery of the Tertiary Man." Dr. Millikan has likely made the most far reaching contributions to physical science of any man in his generation. His subject was "The Alleged Sins of Science." Professor Irving Fisher is one of the world's leading economists. His lecture was entitled "The Application of Mathematics to the Social Sciences." Dr. Humphreys is regarded by many as America's foremost meteorologists. He gave two popular lectures; "Our Ocean of Air" and "Clouds of Everywhere and Their Splendors." Even a conservative man finds no difficulty in using superlatives in speaking of men such as these. It is true that the department meetings such as the American Mathematical Society, the American Physical Society, or the American Chemical Society are in no sense popular in nature. Any one out of his own field (and I hasten to confess, many a one in his own field) would find himself listening to a foreign language.

In addition to the abundance of information and ideas that stand on the very frontiers of knowledge, one gets other values from such a meeting. He is inspired to labor more unselfishly in the search for truth, to observe more accurately his experiments whether they be in raising strawberries or directing an observatory, to infer more cautiously from data at hand, and to abhor loose and unsystematic thinking.

GROWTH OF PROFESSIONAL SPIRIT

M. F. HYDE

NO PROJECT appears quite so important to any group of teachers as raising the standards for entrance into teaching and the consequent development of a higher type of professional spirit within their ranks. It is my intention to present a few pertinent facts, draw some conclusions, and offer a brief outline for a proposed remedy for this very vital problem of the profession. The information contained herein has been taken from reports of the Bureau of Education, from reports of various state superintendents and from research bulletins of some of the leading schools of education. The problem as here stated does not apply to any particular state, but to all states in general. Each state association must function as a unit, however, in the solution.

The Problem

There are, in round numbers, 1,000,000 teachers in the United States to teach the 32,000,000 children and adults who are seeking instruction. Furthermore, there are more than a half million students in our teacher training schools. If this present enrollment is to continue and all these candidates are to become teachers, with college degrees, the entire teaching staff of the nation can be replaced within the next eight years. The number of people enrolled in these institutions has increased 400% during the last two decades while the number of teaching positions has increased only 35%. Several of the larger state universities have as many as 2,000 students in their schools of education, to say nothing of the vast throng in all types of schools who expect to slip through with the minimum of professional preparation.

New York City has 2600 unemployed teachers, exclusive of those who are listed as substitutes. Cleveland, which is typical of the large cities, has 5,000 applications on file. No doubt many of these hold positions elsewhere, however. These figures could be duplicated in almost any community, but we reached the climax recently when an agency reported that one superintendent had 2800 possibilities from which to fill six vacancies.

All these facts point to the one general conclusion that we have too many teachers in the United States. Or perhaps stated more accurately too many people have been granted the necessary legal license to practice the art of teaching.

Accurate estimates are difficult to obtain, but the following approximations will help to clarify the latter statement of the situation. At least nine states have 75% of their teachers with the equivalent of two years training beyond the secondary school. Among these more progressive states are included Connecticut, Arizona, Massachusetts, California, New Jersey, Rhode Island, New York, Utah, and Oregon. At the other extreme eight states have less than 25% of their teachers with two years of college training. The typical state probably has less than fifty per cent of its teachers with the equivalent of two years of training at the college level. These facts are not surprising when we learn that less than half of the instructors in the teachers colleges and normal schools have the Master's Degree and that less than 10% of them have the Ph.D. This second group of facts leads us to believe that many of our children are being taught by those who are poorly equipped for their task. Approximately half of them have teachers with less than the desirable minimum as set by leading educators. To be more exact we are to conclude that most of the children in the elementary schools of the open country and the small towns are under the direction of teachers who have no conception of teaching as a profession.

In order to make the principle stated above more realistic we have a few figures upon the teachers of one state in the middle west. There were, during last school year, in this state 10,965 teachers employed in the rural and elementary schools. Of these 93 had no high school training. Furthermore:

333 or 3% had not finished high school.

6362 or 59.5% had no training beyond the four year high school.

1276 or 12% had only two years of college training.

1231 or 11.5% only, had finished the four year college course.

Summarizing these statements we find that 62.5% of the rural and elementary teachers of this state for 1928-1929 were without college training. That the situation is improving but little is evidenced by the facts for the beginning teachers. Of this group 1616 were teaching their first year. Seven of these had not finished high school; while 1015, or 62.7% had no college training. Only 427 or 26.5% of them had two or more years of college training; and only 6.8% were college graduates.

On the other hand, we have some reason to be optimistic about the future outlook as evidenced by the following facts taken for the country at large:

1. There has been enormous increase in financial support to normal schools and teachers colleges during the last ten years; approximately fifty schools show an increase in income of 200% or more.
2. The average salaries of all teachers of the country has increased from \$600 to \$1300. Salaries in teachers colleges have increased from 7% to 11%, varying according to rank.
3. Enrollment in state teachers associations throughout the United States has trebled during the last decade, now including approximately 60% of all teachers. Membership in the N. E. A. has increased 18 fold in the same time, now including nearly 20% of the teaching staff of the United States.

Summary and Conclusions

1. There are many more people holding certificates in the United States than are needed to fill the teaching positions.
2. Candidates are being graduated and certified much more rapidly than they are needed to fill vacancies in the teaching ranks. The enrollment in colleges and universities indicate that this situation will prevail for several years to come.
3. Far too many of these people are of very poor calibre both as to quantity and quality of preparation for teaching.
4. These facts are significant for the teaching profession because:
 - a. They prevent the development of a true professional spirit among

those engaged in teaching.

- b. These facts tend to discourage the growth of public confidence in the teaching profession.
- c. Until every teaching position is filled by a person adequately trained for this responsibility we cannot develop an educational program which is a credit to our country.
- d. The operation of the law of supply and demand will tend to lower salaries which will still further eliminate the more capable from the profession.

The Remedy

The first step to be considered in the solution of this problem pertains to leadership from the State Departments of Education. The salary and tenure for the State Superintendents of Public Instruction must be made such that it will attract men of the highest personal and mental characteristics and with adequate training and experience. The machinery for selecting these officials must be such that they may devote their time to promoting the educational interests of their respective states rather than to a campaign for re-election. Furthermore, we must provide sufficient financial support to keep staffs of trained workers in the field. These departments should become the central certification agencies of the several states, and should have the power to set minimum standards for the granting of certificates. We assume that such agencies would grant license to teach only to the graduates of reputable schools or departments of schools whose primary purpose is the training of teachers.

This program, along with any other progressive move we may make, involves legislation; and sound legislation cannot be secured in a day. First of all the officers of our State Associations, the State Departments, the Schools of Education at the State Universities and the heads of the various teachers colleges must agree upon the best possible legislative scheme. Through these various agencies we must conduct such a campaign of publicity that all teachers, as well as the public, will understand clearly what we want and why we want it. If the supply of teachers is to keep within the demand, the teaching profession must bring forth

the remedy. The doctors have seen to it that high standards lend dignity and efficiency to their profession, and incidentally limit the number of doctors. Likewise teachers must rise to the occasion and fight their own battle. With the strategic position which we hold in molding public opinion there is no reason why the teachers of any state should not be able to go to the state legislature and tell them what the profession wants, expecting to get action. This cannot be done by a spasmodic period of lobbying every two years, but will come only through a continuous program of publicity. The teachers of Missouri are to be congratulated for the adoption of this policy. Any desired legislation as well as any other future policy of the association must be based upon the theory that our children have a right to be taught by men and women of the highest personal qualities and the finest mental equipment. If we are to win and hold the confidence of the public we must emphasize our mission of service rather than the satisfaction of selfish ends.

This problem is nation wide, but we must begin with the local organization to build a professional consciousness. This will expand through the state and nation if we utilize all of our resources in promoting a higher morale.

As a part of the program for higher standards the teacher training institutions must contribute their part. Freshmen must be selected with greater care, which in turn imposes upon the high

schools a higher standard of scholarship or else some responsibility in aiding to cull out those who are mentally and morally unfit for teaching. This need arises from the apparent tendency for those, who cannot survive in other enterprises, to enter teaching. Having once accepted their students, the teachers colleges are further obligated to devise some scheme for eliminating the less fit. How this is to be accomplished is not yet quite clear; but we must, at least, insist upon a thorough mastery of all special and professional courses and upon high achievement in general academic training. The application of final aptitude and achievement tests by the colleges or by the State Department may be justified.

There is need for research studies to predict the future demand for teachers in various departments. Our whole program of selecting and training candidates for teaching positions should be based upon the results of these studies. We should not allow a shortage of desirable teachers in any type of work, nor should we permit such a surplus as to endanger the best interests of the schools. The data presented in this paper indicate that the immediate task of the teachers colleges concerns itself with training teachers in service rather than in a campaign for more undergraduates.

School administrators, as well as teachers, may well afford to give careful consideration to their part in promoting such a program.

WHY I TEACH

LOUIS BURTON WOODWARD

Because I would be young in soul and mind
Though years must pass and age my life constrain;

And I have found no way to lag behind
The fleeting years, save by the magic chain
That binds me, youthful, to the youth I love,
I teach.

Because I would be wise and wisdom find
From millions gone before whose torch I
pass,
Still burning bright to light the paths that
wind
So steep and rugged, for each lad and lass
Slow-climbing to the unrevealed above,
I teach.

Because in passing on the living flame
That ever brighter burns the ages through,
I have done service that is worth the name
Can I but say "The flame of knowledge grew
A little brighter in the hands I taught,"
I teach.

Because I know that when life's end I reach,
And thence pass through the gate so wide and
deep
To what I do not know, save what men
teach.
That the remembrance of me men will keep
Is what I've done; and what I have is
naught,
I teach.

PERSONALITY

By E. E. Dodd.

WHETHER WE REALIZE it or not, we all place a high estimate on personal capability. Childhood, young manhood and young womanhood, make their appeal to older people through the personal qualities and characteristics which please and command respect. Such capabilities are prized in the home, in the school, in the social circle, and sooner or later they find a response in the pay envelope of the business world. Young people in turn place the same high estimate on personal attainment. On the first day of school, for example, the pupils are all agog with interest to see and to form their impressions of the "new teacher." Their initial concern is not over her knowledge of this or that subject, but over her personality. Is she attractive or otherwise? Is she sympathetic or cold? Is she wreathed in a smile or ensconced in a frown? Does she adapt herself to the pupils and mingle with them on easy, cordial terms? These are the questions, all of them personal, which are uppermost in the minds of the pupils.

The young people of our schools are endowed in varying degrees with natural ability, and we equip them as best we can with school training, but they are efficient only as they can put to work their natural and acquired powers. A boy may have good mathematical ability and at the same time have little adaptability. A girl may be the flower of her Latin class and at the same time be a wall flower in the social circle. Both boy and girl may grade good or excellent by the tests of the school, but only indifferent or poor by the tests which the world applies. The world cares little whether the young person can name the indefinite pronouns or extract the cube root, but it does take daily note of the manner in which he conducts himself in his relations with other people. If he adapts himself readily to people and to situations, if he shows life and action in his bearing, if he is agreeable in manner, intelligent in conversation, and cooperates with his fellows, he will likely grade high in the estimate of people. But unless one can meet these requirements, he will grade

low no matter what his natural talent or school training may be.

I do not mean to undervalue the school training, nor discredit the tests of the training, but I do insist that our pupils should also be prepared to meet the requirements which the world imposes. Pupils should be strong in their schoolroom work; they should also have attractive, adaptable, forceful personal characteristics, for the final test of training is successful contact with life rather than mere excellence in the schoolroom tests.

Good personality, as we are using the term, enables a person to conduct his relations with others in a pleasing, effective, confidence-inspiring manner. It is made up of both fiber and finish elements. Good motives and well developed personal qualities are essential to it. Its basis is found in the substantial qualities of mind and heart, while the personal graces are its natural outward expression.

Too many of our pupils have powers that are latent and potential rather than dynamic and serviceable. To use an illustration, the white oak tree the lumberman buys has potential value. But the tree must be logged, quarter-sawed, seasoned, shaped into articles for use and given a finish, all these to bring out its marketable values. The superior fiber of the tree is basic for all that follows, but our shop windows are a standing testimony that the world wants both the fiber and the finish elements in its articles of commerce. A similar demand is made on our young people. They must have sterling personal qualities, be loyal, fair, industrious, dependable. They must also have attractive, adaptable, serviceable characteristics so that they can fit into the situations of life in a way to invite and command success. "Fit for service" is the test which the world applies. But we know many of our pupils, who have good natural ability and who are capable in their classroom work, do not have these better personal characteristics. They have not enjoyed the training, either in the home or in the school, that develops the personal powers.

Personality depends upon the ordinary

personal qualities and characteristics. If these are well developed and well expressed, personality is good. But this field of personal development is the ground which to large extent has remained uncultivated by the schools. It has lain fallow too long, and needlessly so.

The importance of personality is such that we should think of it as an educational goal. There is no higher expression of the individual than is represented by his personal qualities. Their development in terms of courtesy, refinement, generosity and helpfulness is of primary importance. Whatever brings to the fore the pupil's contemplation and practice of the fiber qualities of personality—honesty, sincerity, loyalty, dependability and the like—

has moral value. Whatever facilitates the personal relations giving pleasing expression to them through conversation, good manners, cooperation and companionship, has practical value both in the social and business worlds. Carlyle says that we are successful in proportion as we can make ourselves agreeable to people.

The education of to-day is centering about the relations which the individual bears to the world in which he lives. Among these relations is the everyday, face-to-face personal relation of the individual to his fellows on which much of his happiness and success depend. The business of getting on well with one's fellows in these personal relations must not be neglected.

PUBLIC REACTS FAVORABLY TO SALARY INCREASES

The Real Enemy of Public Education Is the Professional Tax-Dodger.

Doctor Roy Ivan Johnson of St. Louis, writing recently for *The Teachers Journal* of Kansas City, has the following to say regarding his observations of public reaction to higher salary schedules, and the tax-dodger as a menace to education.—Ed.

"TEN YEARS ago the teachers of Kansas City demonstrated an almost unprecedented ability to think and act together. There were many who believed that the educational forces of the city could not be brought into effective co-ordination, that they would not function in unison, that there was not sufficient interplay of professional sympathy and understanding to bring the groups together into a working unit. But the teachers and principals in that memorable 'drive' were fired with an enthusiasm that spread beyond the boundaries of personal selfishness. More was at stake than an increase in salary. The educational standards in Kansas City were to be determined by the outcome of the teachers' efforts to secure more nearly adequate financial support. The efforts were successful, and school standards in Kansas City were appreciably elevated.

"But the world has moved forward since then. Those who have watched the progress of education in recent years know that equitable salary levels in a school system are not attained through a single strenuous adjustment, but by continual insistence upon a fuller recognition of the rights and privileges of those who teach and those who are taught. A rigid policy of economy at the expense of school standards and teacher efficiency is a losing policy! I cannot think that a condition of status quo will long be looked upon with favor by an educational public. And any professional body which has become so supine as to raise no

effective protest against the static condition which exists in many of our cities today is, by its very passivity, a menace to the cause it professes to serve.

"I have watched with interest the reaction of the St. Louis public to the higher salary schedules introduced in St. Louis a few years ago. The special school-tax levy in St. Louis, voted every four years, has usually carried (I have been told) by a vote of about 2 to 1 or perhaps 3 to 1. In 1926, after the new salary schedule had been in effect for some time, the people returned a 9 to 1 vote in favor of the special school tax. Public support of education is not endangered by high teaching salaries. No self-respecting community is looking for a cheap bargain counter in education.

"The real enemy of that educational progress which is to be attained through increased salary budgets is not the representative citizen: he is the **tax dodger** of sufficient means and influence to be dangerous. There are not many of him, but there are often enough to block any significant gesture of educational betterment in a community. Frequently he belongs to some kind of a league or organization which masquerades as a friend and protector of the poor home-owner or the 'defenseless tax-ridden citizen.' Politically he is 'properly connected' and he makes it his business to 'keep his wires up.' If you take him as a class, it is interesting to figure the negative correlation between his ratings in Dun and Bradstreet and his ratings on the assessor's book."

EDUCATING FUTURE CITIZENS.

By O. Myking Mehus, Department of Social Sciences, Northwest Missouri State Teachers College, Maryville, Missouri.

THERE IS A GROWING realization on the part of leading educators that our schools must prepare more effectually students to face the vital issues of modern living. Our schools in the past have been too far removed from everyday life. We, as teachers, have lived in a world apart from the stern realities of life. We seemingly have been teaching with the false notion that if we "train the mind" the child will be able to adjust himself to the real world when he gets his diploma. We have been doing this in spite of the fact that modern psychology has proven conclusively the unsoundness of the old doctrine of formal discipline and the transfer of training.

If we hope to develop boys and girls who can take an intelligent part in helping to solve the complex problems of our modern life we must acquaint them with these problems in the school room. This thought is well expressed by Kilpatrick of Columbia University in his book, "Education for a Changing Civilization" in which he says on pages 77-78:

"If our pupils are to grow into an adequate citizenship, they must with increasing age and with due regard to their growing outlook and interests become increasingly familiar with the problems of civilization. A proper study of 'frontier' thinkers should give us the necessary knowledge of the more important social problems likely in some form or other to confront the rising generation. That many of these problems will be controversial will, if they are handled wisely, but enhance their educative value. The effort is not to hand out solutions, but to develop methods of attack, to develop an intelligent appreciation of the problems themselves as well as an intelligent appreciation of facts pertinent to their solution. That the secondary school and college should greatly increase their work along this line is as necessary as it is probable."

This same attitude is taken in the Twenty-Sixth Yearbook of the National Society for the Study of Education, page 21, where it states: "One of the chief in-

tellectual purposes of the school is to develop understanding of the institutions, problems, and issues of contemporary life." In other words, we cannot be satisfied by merely teaching the events of the past ages—we must stress modern social problems and stimulate our students so they will face these problems with a clear vision and unprejudiced mind.

Following this same line of thought, J. W. Crabtree, Secretary of the National Education Association, declares in the N. E. A. Research Bulletin for September, 1928: "A school which merely meets the demands of yesterday or even of today, is not enough in as rapidly a changing civilization as that in which we are living. An analysis of the economic, social, and industrial changes which are now in process suggests that the public school curriculum must be built for a new world, if it is to function in the lives of the children today and tomorrow."

Not only must our pupils become conversant with the questions facing our country, but world problems must be discussed. We cannot live apart from the rest of the world, for we are all members of one large family and we must learn to live together harmoniously. The foundation for this state of mind must be laid in our public schools. This concept was well expressed by Dean Henry Lester Smith of Indiana University before the Section on International Cooperation of the Geneva World Conference on Education when he said:

"An important task before the world today is the creation of a new state of mind, a state of mind which will permit an understanding and appreciation of the character, attainments, and traditions of other people and which will transcend national boundaries without seeking to destroy them. Internationalism, properly interpreted, implies an extended conception of citizenship rather than a super-government with its consequent minimizing of national importance. Racial and national prejudice probably have their origin in part deep down in the early life of the

individual, and can therefore to some extent be avoided or mitigated by a program of guidance which begins early and continues throughout the formative period of the individual. It is not impossible for the schools of the nations, working with such agencies as the church, the press, the home, and governmental institutions, to go far toward producing a friendly world if they will do so."

Often the individual teacher is desirous of discussing present day problems, but she is handicapped in that she does not have available up-to-date and reliable material on modern questions. In order to help such a teacher we have gathered together a list of sources where material can be secured. The organizations that are listed below will send literature to teachers who request it. We suggest that the teachers file this material in large manila envelopes or in cardboard boxes. The teacher will find that in a short time she will have built up a reference library of authentic and reliable information on such questions as world peace, race relations, prohibition, juvenile delinquency, crime, child welfare, labor problems, health, and hygiene.

WORLD PEACE

National Council for Prevention of War, 532 Seventeenth St. N. W., Washington, D. C.
 Kirby Page, 347 Madison Ave., New York City.
 Committee on Militarism in Education, 387 Bible House, Astor Place, New York City.
 American Friends Service Committee, 20 South 12th St., Philadelphia, Pa.
 Outlawry of War, 134 S. LaSalle St., Chicago, Ill.
 League of Nations Association, 6 East 39th St., New York City, Mid-West Office: 105 W. Monroe St., Chicago, Ill.
 Carnegie Endowment for International Peace, 2 Jackson Place, Washington, D. C.
 World Peace Commission, 150 Fifth Ave., New York City.
 Friends Book Store, 302 Arch St., Philadelphia, Pa.
 Lucy Meacham Thurston, 4 Roland Ave., Roland Park, Baltimore, Md.
 Committee on Peace and Service, Rear 154 N. 15th St., Philadelphia, Pa.
 Peace Committee of Society of Friends, 304 Arch St., Philadelphia, Pa.
 Women's International League for Peace and Freedom, 8 Jackson Place, N. W., Washington, D. C.
 American Peace Society, 613 Colorado Bldg., Washington, D. C.
 Federal Council of Churches, 105 East 22nd St., New York City.
 Women's Peace Society, 20 Vesey St., New York City.

Women's Peace Union, 39 Pearl St., New York City.

Fellowship of Reconciliation, 383 Bible House, Astor Place, New York City.

American Arbitration Crusade, 114 East 31st St., New York City.

World Friendship Among Children, 289 Fourth Ave., New York City.

World League of International Education Associations, 521 Phelan Bldg., San Francisco, Calif.

National Council of English Teachers, Estelle Downing, State Normal College, Ypsilanti, Michigan.

World Peace Foundation, 40 Mt. Vernon St., Boston, Mass.

Foreign Policy Association, 18 East 41st St., New York City.

American Foundation, 565 Fifth Ave., New York City.

The World Tomorrow, 52 Vanderbilt Ave., Room 410, New York City.

Committee on Educational Publicity, 305 West 113th St., New York City.

RACE RELATIONS

Commission on Inter-Racial Cooperation, 409 Palmer Bldg., Atlanta, Georgia.

National Urban League, 17 Madison Ave., Tenth Floor, New York City.

National Association for Advancement of Colored People, 70 Fifth Ave., New York City.

Federal Council of Churches, 105 East 22nd St., New York City.

Woman's Missionary Council, M. E. Church South, 810 Broadway, Nashville, Tenn.

Tuskegee Institute, Tuskegee, Alabama.

PROHIBITION AND TEMPERANCE

Scientific Temperance Federation, Room 67, 400 Boylston St., Boston, Mass.

Intercollegiate Prohibition Association, First and B. Sts. N. W., Washington, D. C.

Board of Temperance, 100 Maryland Ave. N. E., Washington, D. C.

Paul Coleman, 4202 Adams St., Kansas City, Kansas.

Department of Moral Welfare, 832 Wither- spoon Bldg., Philadelphia, Pa.

National W. C. T. U. Publishing House, Evanston, Ill.

Missouri W. C. T. U., 505 Boonville Ave., Springfield, Mo.

Ohio W. C. T. U., 302 Schultz Bldg., Columbus, Ohio.

American Issue Publishing Co., 110 S. State St., Westerville, Ohio.

American Issue, 911 Victoria Bldg., St. Louis, Mo.

Board of Temperance and Social Welfare, 412 Chamber of Commerce Bldg., Indianapolis, Indiana.

New Jersey Temperance Society, P. O. Box No. 253, Newark, N. J.

Gifford Gordon, Montevista Apts., 63rd and Oxford St., Philadelphia, Pa.

World Conference on Narcotic Education, 578 Madison Ave., New York City.

Boys Anti Cigarette League, Room 611, 58 W. Washington St., Chicago, Ill.

No-Tobacco League of America, P. O. Box No. 578, Indianapolis, Ind.

JUVENILE DELINQUENCY AND CRIME

Big Brother and Big Sister Federation, 425 Fourth Ave., New York City.
 Big Brother Organization, Rialto Bldg., Fourth at Olive, St. Louis, Mo.
 Commonwealth Fund, 578 Madison Ave., New York City.
 Boys Club Federation, 630 Graybar Bldg., New York City.
 Judge Baker Foundation, 40 Court St., Boston, Mass.
 Missouri Welfare League, 1574 Arcade Bldg., St. Louis, Mo.
 League to Abolish Capital Punishment, 112 East 19th St., New York City.
 National Probation Association, 370 Seventh Ave., New York City.
 Division of Probation, State Department of Correction, Albany, N. Y.
 Central Howard Association, 605 Transportation Bldg., 608 S. Dearborn St., Chicago, Ill.
 National Committee on Prisons and Prison Labor, 4 West 57th St., New York City.
 National Society on Penal Information, 5937 Grand Central Terminal, New York City.
 Chicago Crime Commission, 300 West Adams St., Chicago, Ill.
 Massachusetts Civic League, 3 Joy Street, Boston, Mass.

CHILD WELFARE

Child Welfare Committee of America, 730 Fifth Ave., New York City.
 Child Welfare League of America, 130 East 22nd St., New York City.
 National Child Labor Committee, 215 Fourth Ave., New York City.
 Children's Bureau, U. S. Department of Labor, Washington, D. C.
 National League of Women Voters, 532 Seventeenth St. N. W., Washington, D. C.
 General Federation of Women's Clubs, 1734 N. Street N. W., Washington, D. C.
 Visiting Nurse Association, 830 Monroe Bldg., 104 S. Michigan Ave., Chicago, Ill.

LABOR PROBLEMS

American Association for Labor Legislation, 131 East 23rd St., New York City.
 National Economic League, 6 Beacon St., Boston, Mass.
 American Association for Old Age Security, 104 Fifth Ave., New York City.
 National Consumer's League, Room 1129, 156 Fifth Ave., New York City.
 Carl D. Thompson, Suite 1439, 127 N. Dearborn St., Chicago, Ill.
 League for Industrial Democracy, 112 East 19th St., New York City.
 National Women's Trade Union League, 311 S. Ashland Blvd., Chicago, Ill.
 American Civil Liberties Union, 100 Fifth Ave., New York City.
 Information Service, 105 East 22nd St., New York City.
 Social Service Bulletin, 150 Fifth Ave., New York City.
 Conference for Progressive Labor Action, 104 Fifth Ave., New York City.
 Social Trends Magazine, 101 Bowling Ave., Nashville, Tenn.

Editorial Research Reports, 839 Seventeenth St. N. W., Washington, D. C.

Federated Press, 112 East 19th St., New York City.

American Federation of Labor, Ninth St. and Mass. Ave., Washington, D. C.

United Garment Workers of America, 621 Bible House, New York City.

Union-Made Garment Manufacturers' Association, 557 Monadnock Bldg., Chicago, Ill.

Sherwood Eddy, 347 Madison Ave., New York City.

Co-Operative League of America, 167 W. 12th St., New York City.

Vanguard Press, 100 Fifth Ave., New York City.

The Consumers Club, 47 Charles St., New York City.

National Association for Benefit of Middle Age Employes, 507 Fifth Ave., New York City.

The People's Lobby, 39 Bliss Bldg., Washington, D. C.

WHOLESOME MOTION PICTURES

The Educational Screen, 5 S. Wabash Ave., Chicago, Ill.

National Board of Review, Room 1200, 70 Fifth Ave., New York City.

National Indorsers of Photoplays, R. R. M. Box No. 39H, Indianapolis, Ind.

Harrison's Reports, Room 1866, 1440 Broadway, New York City.

Indiana Indorsers of Photoplays, 4543 Guilford Ave., Indianapolis, Ind.

The Parents' Magazine, 255 Fourth Ave., New York City.

Visual Instruction Service, Iowa State College, Ames, Iowa.

PROTECTION OF BIRDS AND ANIMALS

National Association of Audubon Societies, 1974 Broadway, New York City.

American Humane Association, Humane Society Bldg., Albany, N. Y.

The Humane Society, Central Police Station, St. Joseph, Mo.

American Humane Education Society, 180 Longwood Ave., Boston, Mass.

The Animal Rescue League, 51 Carver St., Boston, Mass.

American Society for Prevention of Cruelty to Animals, 50 Madison Ave., New York City.

Western Pennsylvania Humane Society, 832 Biglowe Blvd., Pittsburgh, Pa.

Latham Foundation for Promotion of Humane Education, Latham Square Bldg., Oakland, Calif.

Nature Magazine, 1214 Sixteenth St. N. W., Washington, D. C.

American Tree Association, 1214 Sixteenth St. N. W., Washington, D. C.

National Board of Fire Underwriters, 85 John St., New York City.

BOY AND GIRL SCOUTS

Boy Scouts of America, 2 Park Place, New York City.

Girl Scouts, 670 Lexington Ave., New York City.

Camp Fire Girls, 41 Union Square, New York City.

\$129,000

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Missouri

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AN ACCOMPLISHMENT



SINCE THE inauguration of group insurance in the Missouri State Teachers Association two and one-half years ago thirty-two teachers holding this insurance have either died or become permanently disabled.

Because of their having had this insurance their relatives, who were in part dependent upon them or to whom they were in some way obligated, have benefited.

Because they were thoughtful forty others are better cared for, happier, and more valuable as citizens of Missouri.

WHAT HAVE YOU DONE
ABOUT THIS INSURANCE
THAT YOUR ASSOCIATION
HAS PROVIDED FOR YOU?

Because these were thoughtful

Benson, Tillie G.	2000 to
Brightman, S. C.	5000 to
Civill, Helen C.	5000 to
Clafin, W. B.	5000 to
Cochran, R. M.	1000 to
Cole, Emma	1000 to
Cole, Frances Cleveland ..	5000 to
Cosgrove, Teresa	5000 to
Courtney, Elizabeth G.	5000 to
Crane, Opal K.	5000 to
Diekenga, Alice C.	5000 to
Dunnica, Lillian Hopwood ..	5000 to
Fisher, W. C.	5000 to
Gallagher, Mary A.	5000 to
Goodin, J. H.	5000 to
Gromer, Sam'l D.	5000 to
Hailey, Wm. H. to self	3000 fo
Hammon, Mary	3000 to
Hawkins, Chas. A.	5000 to
Hibbard, H. W.	5000 to
Hidey, Everett A.	5000 to
Hooker, H. D.	5000 to
Howard, Clara E.	5000 to
Myers, Etta Mae	2000 to
Palmer, Chas. J.	2000 to
Perkins, Mattie	1000 to
Perkins, S. M. to self	5000 fo
Urban, Lida C.	2000 to
Walker, Thos. J.	5000 to
Wells, Anna Hazel to self	2000 fo
Cunningham, Kate L.	5000 to
Manly, Wm. G.	5000 to
Thirty-two teachers	129,000

ed To The Estates of Missouri Teachers by Insurance Plan In 2½ Years

these are benefited

2000 to her daughter
 5000 to his widow
 5000 to her sister
 5000 to his widow
 1000 to his widow
 1000 to her great nephew and nephew
 5000 to her sister
 5000 to her sister and nephew
 5000 to her mother
 5000 to her mother
 5000 to her aunt
 5000 to her estate
 5000 to his widow
 5000 to her sister
 5000 to his estate
 5000 to his wife and daughter
 3000 for total disability
 3000 to her sister
 5000 to his two sons
 5000 to his widow
 5000 to his widow
 5000 to his widow
 5000 to her sister
 2000 to her sister
 2000 to his daughter
 2000 to her two daughters
 5000 for total disability
 2000 to her two sons
 5000 to his widow
 5000 for total disability
 5000 to her three adopted children
 5000 to his widow
 29,000 to 40 relatives

AN OBLIGATION



EACH TEACHER has either dependents or someone to whom he or she is obligated, yet of the 23,700 teachers in Missouri only about one in ten has actually taken advantage of this insurance. If all teachers had seen the advantage of Group Insurance there might have been 400 beneficiaries now instead of the 40.

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Nothing is surer than death.
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Some Facts and Comments on the Missouri High School Situation

By J. R. SCARBOROUGH.

THE ACCOMPANYING table sets forth graphically outstanding facts relative to the 643 first class high schools in Missouri. Although St. Louis and Kansas City are included to make the total of 643 first class high schools, they are not included in the table.

The facts given in the table are almost too clear to need comment. However, the sizes of schools as shown here prove interesting. It is noted that 191 of the first class high schools can offer only the sixteen units required for graduation. When it is considered that this number represents 30% of the schools, it becomes quite significant. By adding to this number the 217 high schools that offer from 17 to 20 units, it is found that approximately two-thirds of the first class high schools in Missouri do not offer more than 20 units. The chance for election of subjects in such schools is meager, although the second group is much better than the first. 223 of the first class high schools enroll fewer than sixty students while 426 do not enroll more than 100 students. The contacts of these students are still further limited by the fact that 243 of the schools employ only three teachers, and that 468 of them do not employ more than six teachers. There are 82 schools having fewer than eight graduates and 277 graduating fewer than 15. In 357 of the 643 first class high schools the total enumeration is fewer than 300.

What can be said of the cost of such schools? 360 of the first class high school districts have a valuation of less than \$1,000,000, while 421 of them have a levy of more than 100 cents on the \$100 valuation. This makes a heavy local burden.

It can be seen that the possibilities for a liberal higher school education at reasonable cost in many of these first class high schools are extremely remote. Added to the problem of the small first class high school, there are 74 second class high schools, 256 third class high schools, and 26 unclassified ones. Of course, this group of schools cannot come as near to giving students what they need as can the small first class high schools.

By examining statistics relative to the rural school districts in Missouri, it can

be seen that there are many of them too small to provide adequate elementary education at a reasonable cost. The val-

Number of first class high schools offering only 16 units	191
Number offering 17 to 20 units	217
Number offering 21 to 30 units	154
Number offering more than 30 units	67
Number of first class high schools enrolling less than 60	223
Number enrolling 61 to 100	203
Number enrolling 101 to 250	150
Number enrolling 250 to 500	37
Number enrolling 500 to 1000	11
Number enrolling more than 1000	3
Number of first class high school districts with population less than 1000	348
Number with population of 1000 to 2000	142
Number with population of 2000 to 5000	87
Number with population of 5000 to 10,000	23
Number with population over 10,000	23
Number of first class high schools employing only three teachers	243
Number employing 4 to 6 teachers	225
Number employing 7 to 15 teachers	125
Number employing more than 15 teachers	36
Number of first class high schools graduating fewer than 8	82
Number graduating 9 to 15	195
Number graduating 16 to 30	210
Number graduating 31 to 60	97
Number graduating more than 60	43
Number of first class high school districts with valuation less than \$500,000	128
Number with valuation \$500,000 to \$1,000,000	232
Number with valuation of \$1,000,000 to \$2,500,000	199
Number with valuation \$2,500,000 to \$5,000,000	28
Number with valuation more than \$5,000,000	38
Number of first class high school districts with levy less than 65c	10
Number with levy of 65 to 75	33
Number with levy of 75 to 100	157
Number with levy more than 100	421
Number of first class high school districts with enumeration less than 300	357
Number with enumeration of from 300 to 500	118
Number with enumeration of from 500 to 1000	82
Number with enumeration of from 1000 to 5000	54
Number with enumeration of more than 5000	12

uations are too low, the enrollments are too low, the districts are too small, and the tax levies are much too high. Too little caution was taken in the organization of rural districts to insure against the hardships just mentioned. As a result many boys and girls in Missouri today are permitted to attend school only 4

months per year. Some of them are not permitted to attend that long.

It is well to sound a note of caution here. Missouri could continue to organize small high schools until she would find herself in the same position with relation to high schools as she now is with relation to rural schools. She would have many small struggling high school districts, which would not be able to provide good high school facilities because of small enrollments and low valuations. Every effort should be made to organize high schools into large enough units that they may be administered economically.

There are now approximately 1000 high school districts in Missouri of different classes. If these were properly distributed and the districts were as large as they should be, practically all of Missouri territory would be within high school districts. As a matter of fact all of Missouri could very well be placed in much fewer than 1000 high school districts and these districts would then not be too large for economical administration.

The high school which is too small cannot provide the advantages that a larger high school can provide. This is especially true with relation to the curriculum.

A problem which is facing those interested in high school education in Missouri today is the one concerned with liberalizing the curricula for small high schools. The seriousness of this problem is impressed upon us when we realize that almost 200 high schools in the state can offer only the 16 units required for graduation. While there are some schools in this class which could promote a better program, most of the local communities where such schools are located are carrying a maximum burden. Therefore, it is absolutely out of the question seriously to advocate that the curricula of most of these schools be broadened by the addition of more teachers. Such procedure is practically impossible in most instances. There are about 400 schools including the 200 mentioned earlier in this article which cannot offer more than 20 units. As far as offering any choice of subjects is concerned, these schools are almost as limited as the other group. Likewise they are almost as badly handicapped financially. Some other means must be found to liberalize these curricula.

It is evident that in a great many places high schools are too near to each other. With the completion of the road program, high schools can be combined and yet not be made inaccessible to any students to which they are now accessible. With some of the high schools combined considerable economy could be effected in administration. These combinations could be made and just as many students could have access to high school facilities as now have. In this way, students could have the advantage of a much broader course of study. Unless some scheme of enlarging high schools is brought about, the students who attend the small high schools can never hope to have any choice of subjects. Every student must be put through the same mill. The same end may be gained by enlarging high school districts through consolidation with outlying rural area. There are a few real consolidations in the state in which rich programs are being promoted where limited courses formerly were offered. What these enlarged districts have done should furnish guidance and inspiration to other districts, and will help to bring to many boys and girls a liberal curriculum from which to choose their high school course.

The growth of junior high schools in Missouri has been slight. There are very few real junior high schools in the state. A number of schools are attempting to work in that direction but many of them have not gotten beyond a mere departmentalizing of the work in the seventh and eighth grades. While this departmentalization is desirable and in most cases an improvement, it does not fulfill the functions of the junior high school. The junior high school should provide for a more liberal curriculum than is possible under the regular 8-4 organization and should provide adequate finding courses for students.

It goes without saying that the junior high school cannot perform its function in small schools where there is an inadequate teaching force to insure some election of work. There are numbers of schools in the state which could organize creditable junior high school courses now. There are also large numbers which could do very little toward a junior high school program except departmentalize the work in the seventh and eighth grades.

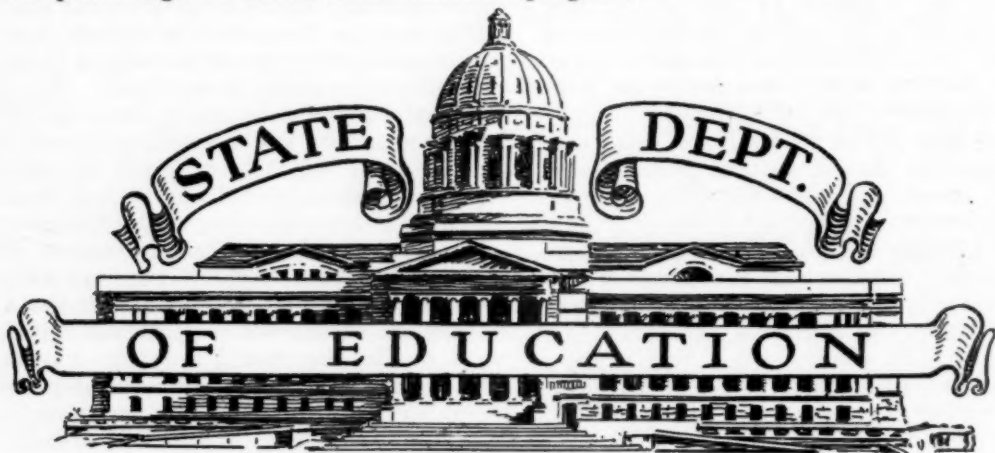
If the junior high school is to function properly, adequate provision must be made for finding or survey courses and for selection and guidance of work. Pupils should be given an opportunity to determine through proper guidance the type of high school courses for which they are best fitted. For example, try-out courses in foreign languages could be offered, and great waste could be eliminated in later years in high schools if certain pupils were discouraged from going further in the field of foreign language. This example might be carried into other subjects, such as mathematics, commerce, industrial subjects and others.

It is not intended in this article to discuss the junior high school in any detail. It is touched on here only in connection with the general theme that the next step to improve high school education in this

state must be an attempt to provide a richer curriculum for many of our high schools. The Junior High School is a big item in such program.

With the completion of the state's road program, many of our small high schools can be combined, and the high school pupils accommodated quite as conveniently, and the curricula can be enriched remarkably. What other states have done along this line should be an inspiration to Missouri.

Before this state can make much further general progress in high school education, the unit of high school administration must be enlarged, and this can in turn make possible a real progressive step, i. e., the enrichment of the curricula in the Senior High Schools and a definite promotion of a junior high school program.



MUSIC IN THE RURAL SCHOOL

"Music is the most wonderful language for it can express more emotion and intensity of feeling than any other language that has ever been spoken."

A LIST OF records to be used for "Listening Lessons" in music for current school year was printed in the November School and Community. At that time suggestions were given for teaching *By the Waters of Minnetonka*, *Amaryllis*, and *Minuet in G*.

The following suggestions are given for teaching *Stars and Stripes Forever*, and *Cradle Song* by Brahms.

Stars and Stripes Forever, a patriotic march is the best known work by America's "March King," John Philip Sousa. It has been played in the United States and

has been whistled, hummed and played all over the world. Its rhythm, melody and stirring notes have become permanent in the affection of the people as typifying the spirit of Americanism.

Sousa is an American. He is living now, and although a man seventy years of age, continues to direct his band and to thrill Americans with his music. He and his band may be heard over the radio for the first time this year.

He was born in Washington, D. C., in 1859. He played in public orchestras and in the United States Marine Band while

still in his early teens. At the age of twenty-six he became the leader of this band—one of the best in the world. In 1902 he withdrew from government service and became the leader of his own band. Sousa's band soon became well known throughout the country. During the World War he again served his country as leader of the Great Lakes Naval Training Station Band.

Stars and Stripes Forever may be taught as a typical march form. One of the earliest things to teach in "Listening Lessons" is the recognition of simple type forms. When a selection or passage is heard pupils should be able to say, this is a march, a waltz, a minuet, a gallop, a lullaby.

The march contains four-part measure and is marked by steady rhythm with accented beats on the first and third counts.

In order to develop a feeling for the rhythm a simple game of "Follow the Leader" may be played. With the teacher or pupil as leader mark time by sliding the hands, clapping hands, touching hands to shoulders, or other similar exercises.

One group may slide hands to music while another claps hands softly, clapping louder on first and third beats.

Boys may whistle selection, while girls hum it.

Accompany selection with toy orchestra.

Other marches may be studied and pupils contrast types of marches as military, professional, funeral, wedding.

Victor Record 22168 which contains *Soldiers March* by Schumann, *March (Hollaender)* Arr. by Louis Mohler, *March from Nutcracker Suite* by Tchaikowsky, and *March "Alceste"* arr. by Louis Mohler is good for this study of contrasts in marches.

Discuss occasions on which people march. Teach pupils to march to different types of marches.

Stars and Stripes Forever is excellent to use in connection with a Flag Day Program, or any patriotic program.

Suggested correlations to be used in connection with the Study of the Stars and Stripes are:

Poems: *The American Flag*, Drake; *The Flag Goes By*, Bennett; *Your Flag and My Flag*, Nesbit; *The Red, White and Blue*, Montgomery.

Articles: *The Flag* by Dr. Frank Crane; *The Flag, How to Display It and How to Respect It*.

Book: *The Flag of the United States—Your Flag and Mine* by Harrison S. Kerriek.

Music: *Star Spangled Banner*, Patriotic Medley March, *The Red, White and Blue*, *Battle Cry of Freedom*.

Pictures: *The First Flag*, Spirit of '76.

Activity: Listen to Sousa's Band over radio.

Cradle Song by Brahms. The statement that "Simplicity and truth are the sole principles of the beautiful in art," is truly portrayed in this beautiful lullaby in which Brahms has caught the simple grace of the folk song.

The selection may be taught as typical of the lullaby or cradle song form, as representative of German music, or as an illustration of Brahms's music.

In teaching the feeling or the rhythm of a lullaby, the following principles may be presented.

"Great rapidity of movement always agitates us. Slow, even, stately music gives us a sympathetic sense of deliberateness and solidity, or fills our minds with noble feelings. The process of 'ritardando' a getting slower, is usually quieting and restful.

"Loud sounds are more exciting than soft, and high sounds are more exciting than low. Increasing the volume of a tone from soft to loud. 'Crescendo' is always stirring and the 'diminuendo' or diminishing force always quiets and calms the hearer's mind.

"A sudden rise or fall in pitch—in other words, a leap, is more powerful in expression than a gradual rise or fall by steps. Melodies that go up and down along the scale line are not so striking as those in which there are wide jumps; they arouse quieter, more restrained feelings."—*A Child's Guide to Music* by Daniel G. Mason, p. 84.

Before playing the *Cradle Song*, ask the children to notice if the selection is slow or fast, loud or soft, if the rise and fall in pitch is sudden or gradual. After the selection has been played and pupils have reported on the items they were to notice ask which would be the best way of keep-

ing time to the music—swaying back and forth with the body as if rocking (or swaying arms back and forth as if rocking a baby), clapping hands, or stepping to music. Play record again letting children sway arms or bodies in time to music.

Play (or sing) other lullabys and see if the movement is the same, if the tones are low, if the music is slow, if the rise and fall in pitch is gradual or sudden.

Other cradle songs which may be presented at the same time are: Sweet and Low; Sleep, Baby, Sleep; Rock-a-Bye Baby; Slumber Boat; Cradle Songs of Many Nations; Cradle Song by Schumann.

What one word do all cradle songs or lullabys say? Answer: *sleep*.

Discrimination Test: Write on the board the words *march*, *sleep*, *gallop*. Ask children to listen to selections and tell which of the three words belong to each selection. Play Cradle Song (*sleep*), Wild Horseman (*gallop*), and Stars and Stripes (*march*).

Pictures which may be used in connection with teaching The Cradle Song are: Interior of a Cottage by Israels, Holy Family by Rembrandt, any of the Madonna pictures.

Poems which may be correlated are: The Rock-A-Bye Lady by Eugene Field; The Sandman by Margaret Vandergrift; Sweet and Low by Alfred Tennyson; Bedtime Song by Emilie Poulsson; Norse Lullaby by Eugene Field.

Johannes Brahms who has been called the greatest composer since Beethoven was born in Hamburg, May 7, 1833 and died at Vienna April 3, 1897. He was the son of a German Musician. The father was not prosperous, being only an undistinguished player of the horn and double-bass instruments in a theater orchestra in Hamburg. He knew enough of music however to give his son a careful music education. The early life of Johannes Brahms was uneventful. At the age of fourteen he made his debut as a pianist. He was such an intelligent fellow that he soon lost his desire to become a virtuoso and determined instead to devote his life to composition.

Early in his musical career he was associated with Franz Liszt and Robert Schumann.

Brahms had a charming and sensitive

personality. He was very quiet expressing himself most accurately through the medium of his music. He was often called a dreamer. He loved physical exercise and fun in the open air. Cross-country walking, swimming and diving were his favorite pastimes.

In discussing Brahms' compositions, Schumann made the statement that they were "Songs whose poetry revealed itself without the aid of words." His music always has a noble ideal. He was a lover of folk music. While he did not often introduce actual folk melodies into his compositions, his own melodies are constantly charged with the "folk song feeling" and simplicity. Brahms was exact in all that he wrote, being especially careful about its artistic form, so that his works are sometimes considered cold and classical.

OUR TOY ORCHESTRA

(An article from "Union Valley Chimes," a monthly school paper by Union Valley School Hickory County.)

The teaching of music in schools is now recognized as an important addition to the school curriculum. So often lack of equipment is a great hindrance. We have met this need quite inexpensively and satisfactorily through the "Juvenile Orchestra" or "Toy Band." It is composed of three triangles (horseshoes beat upon with nails) three jazz horns, one drum, three combs, one cymbal (two small pot lids) two milk bottles with gravel, and one harmonica. The Victrola is used with the orchestra. Each child has learned to play the different instruments and to lead it. The pupils take much interest and are more enthusiastic about the orchestra than any other activities.

School Art

Study of Fine Arts in the Rural School

Education will be most complete when all forces work together toward the attainment of the same objectives. The Federation of Women's Clubs in Missouri have shown a signal interest in the education of boys and girls in the schools of our state. A particularly specific and practical work of this organization is shown in the work of the Fine Arts Department. District Chairman of this Division, Mrs. W. T. Martin of Albany, Missouri, has recently sent to club members the following outline for the work of the year. Rural

teachers will be interested to know of the work being done. In addition, they will obtain help from this article in teaching the ten pictures outlined for study this year.

Outline of Fine Arts Department (Adapted)

A home or school which fosters the Fine Arts will radiate a beautiful atmosphere. "There is nothing in education of more intrinsic need than education in beauty"—Robert Bridges, English Poet Laureate.

"A room hung with good pictures is a room hung with good thoughts."—Reynolds.

"Nearly every progressive city," says the Bureau of Education, Washington, D. C., "is making use of some form of picture study in the public school system."

The Federation of Clubs may help the State Department of Education in their effort to teach the Fine Arts to the Children of Missouri.

Your club will be interested in the study of the "Ten Pictures" selected by our Educational Department. Get these lovely colored pictures and their test from E. M. Carter, Columbia, Mo., or the F. A. Owen Publishing Co., Royal Union Life Building, Des Moines, Iowa. \$2.50 for all. Make a program of them.

Get interested in some rural school and offer a picture for an essay one of these pictures, the picture to be left in the school. This will increase Fine Art study.

You will be aiding the state in its effort to uplift child life.

Work through your county superintendent. Perhaps give a program at a school meeting using the "Ten Pictures."

The State Department of Education is asking the children of Missouri to study this year the following pictures:

Mona Lisa—Da Vinci—Italian 15th and 16th centuries.

The Spinner—Maes—Dutch 17th century.

Boy with the Rabbit—Raeburn—Scotch 18th century.

The Blue Boy—Gainsborough—English 18th century.

The Song of the Lark—Breton—French 19th century.

Oxen Plowing—Bonheur—French 19th century.

Road through the Trees—Corot—French 19th century.

Old Ironsides—Marshall Johnson, Jr.—American 19th century.

Harp of the Winds—Martin—American 19th century.

The Artist's Mother—Whistler—American 19th century.

In studying the art of Europe, we study the art of the Orient, for all European art was influenced by the Far East.

Emperor Constantine transferred the Imperial Residence from Rome to Constantinople. There, four civilizations met: Hellenic, Roman, Indian and Persian. Out of the four civilizations the Byzantine style of art was born, which lasted until the 11th century. It was the art of the mosaics. The art of the mosaic decoration forms the connecting link between ancient and modern art. St. Marks Cathedral is the best existing example.

Italian Art

The morning stars of Italian Art were: Cimabue, Giotto, Fra Angelico. These showed Byzantine influence. They copied from the Byzantine artists in using gold background and much gold effect.

These stars mark the beginning of modern art. It was almost exclusively religious.

Three great schools of Italy were: 1. School of Padua; 2. School of Venice; 3. Florentine School. The glory of the Florentine school of the 16th century were: Da Vinci, Michael Angelo, Raphael and Correggio. This school is unrivaled for harmonious and beautiful coloring. Da Vinci was the first to arrange lights and shadows to produce harmonious effects. He was never surpassed.

Mona Lisa—the most noted portrait in the Louvre. The artist worked on it over four years. Francis I bought it for \$6,000.

Dutch Art

Rembrandt of the 17th century was head of the Dutch School. Dutch artists were realists. Dutch art is a likeness of Holland, a portrait of her people and country, which were foremost in their choice of subjects. Genre Artists: Hals Van Ostade, Terburg, Jan Steen, Varmeer, Vandermeer, de Hooch, Nicolas Maes. Maes loved homely themes such as A Woman Preparing a Meal, and An Old Woman at her Prayers, An Old Woman Spinning.

In *The Spinner* we find a marvelous lighting effect and a warm glow of colors. The spinner radiates love and sympathy. Maes never uses but one or two figures in his pictures. He was a pupil of Rembrandt, and it is said that his coloring is as fine as that of Rembrandt or Titian. Joseph Israels is a great modern Dutch artist. One of his well known pictures is *Interior of a Cottage*.

England and Scotland 18th Century

The period of the first four kings named George from 1714-1830 spans the rise of independent English Art. It began with Hogarth, who is called the father of English Art.

Georgian Artists—Reynolds, Gainsborough, Raeburn, Remney, Lawrence, Heppner founded the first native English School.

These artists were the world's greatest portrait painters. They owe a debt to the Van Eycks and Van Dyck. Jan Van Eyck was the father of portrait painting.

Van Dyck went to England as court painter to Charles I. He sowed the seed in England which helped to bring about the Georgian artists. Reynolds was the first president of the Royal Academy which was founded by George III in 1768.

A *Boy with a Rabbit* by Henry Raeburn is one of his best. It is in Royal Academy in London. It was his "diploma picture." Raeburn is considered Scotland's greatest portrait painter.

The Blue Boy by Gainsborough is in the Huntington Gallery, San Marino, Calif. Mr. Huntington paid \$730,000 for it. It was shown at the Royal Academy in 1770. A study in cold colors yet radiates warmth. 80 out of 300 of his paintings were landscapes, but his portraits were his glory.

French Art, 19th Century

Study Rubens, who paved the way for landscapes, also Ruysdael and Hobbema, Dutch artists of the 17th century, who were models for all landscape and marine painters. The Dutch painters were foremost in their subjects affected by the 19th century.

Study Constable and Turner, English artists of the 19th century, who revived the Dutch Art and influenced French Art so greatly as to turn a new tide. Artists now departed from the many years of the classic age under David.

Breton belongs to the Barbizon School. He gave us a happy view of the peasant folk. *The Song of the Lark* speaks of a beautiful faith. Compare Breton and Millet.

Poems: *The Solitary Reaper*, Wordsworth, and *To a Skylark* by Shelley.

Music: *Hark, Hark, the Lark* by Schubert.

Oxen Plowing by Rosa Bonheur, also *Horse Fair* by the same artist, are in Metropolitan Museum of Art. They are considered two of her best. Her technique is perfect and color is superb. We find animal painters all through the centuries of painting.

"Road Through the Trees" by Corot. He was the "poet painter" of the Barbazon School. He was distinctively a landscape painter. He loved the mood of twilight and early morning. He caught the breath of spring.

American Art

Colonial Period—Smibert, Pelham, Hesselius. English and other foreign influence.

Pre-Revolutionary War Period—Benj. West, called the father of American Art, Copley, Trumbull, Stuart and the Peales.

A later period all under English influence—Fulton, Morse, Sully, Wright, Pratt and others.

During the 18th century American Art was under the influence of the English Portrait School.

"Old Ironsides" by Marshall Johnson, Jr., holds a place of affection in the hearts of the Americans, just as the *Fighting Temeraire* is held by the English. Study history of ship building, *Noah's Ark*, *The Phoenician's ship*. Study rise of American Nationality. Poem: *"Old Ironsides"* by Oliver Wendell Holmes, *The Building of the Ship* by Longfellow, *The Fighting Temeraire* by Newbolt. Music: *"Largo,"* Handel, *"Funeral March,"* Chopin.

The Hudson River School was the first attempt to found an American Art School. To this school belonged Doughty, Durand, Cole, Kensett, Moran, Mart, Church, Bierstadt, and others.

The French gave the greatest influence upon American Art of the 39th century as upon art everywhere. The union of art and life brought this influence. Hunt, La Farge, Inness, Wvant, Martin were our first to receive the Barbazon influence.

"The Harp of the Winds" by Martin suggested music to him. The tall poplars and their reflections seemed like strings to him. Martin was subject to moods, and he surrendered himself to nature.

James McNeil Whistler is grouped with Sargent, Chase and Alexander, Duvoneck Ab-

bey and others painting from 1875. Whistler lived in England the greater part of his life. His art reflects various influences, especially French, Spanish and Japanese.

"The Artist's Mother" Whistler revealed his own inner self. Nothing better produced in modern painting. It was on display in our American museum and rejected in 1882. The Louvre paid \$1,000 for it and it was first hung in the Luxembourg but now it hangs in the Louvre with Titians, Raphaels and earth's great gems of art. Whistler is the first American painter to be represented among the immortals. The mother is a symbol of all the mothers of the world. Tenderness, pathos, calm, thoughtfulness. Poem: *Mothers of Men*, Joaquin Miller, *Traumerei* by Schumann.

Bibliography

Gower—Thomas Gainsborough.

Clarke—Great Masters of Dutch and Flemish Paintings.

Mason—Charm of Reynolds.

Mason—Charm of Turner.

Preyer—The Art of the Netherland Galleries.

Kanckfuss—Rubens.

Stevenson—Valesquez.

Caffin—Story of American, French and Spanish Painting.

All of these and many more in our state library.

History of American Painting—Isham.

History of American Painting—McSpadden.

James MacNeill Whistler—Pennell.

Homer D. Martin—Mather.

History of American Sculpture—Lorado Taft.

Modern French Masters—Van Dyke.

History of French Art—Kingsley.

English Painters—Buxton.

Modern Painting—Wright.

How to Study Modern Art—Caffin.

Spanish Masters—Caffin and Cole.

Great Pictures and their Stories—Lester.

Conservation of the Elementary Courses of Study

A two-year supply of Courses of Study for Elementary Schools was printed recently. At the present rate of distribution the supply will be exhausted before the end of the two-year period, since more than half of these courses already have been sent out.

The courses are intended for teachers in elementary schools—one copy for each teacher —, county and city superintendents, teachers and students in teacher-training classes and college libraries. The Department desires the cooperation of teachers and school administrators in conserving the supply. Teachers who have a copy of the courses this year should use it next year. County superintendents are asked not to distribute courses of study promiscuously.

Letters have been received from school children asking for Courses of Study and for copies of the Missouri Blue Book. Neither of these books is for distribution to pupils in public schools. Each elementary teacher may obtain a copy of Courses of Study for her own use from her county superintendent of schools. Copies of the Blue Book for the school libraries are distributed by your county representatives in the State Legislature.

ABOLISHING THE ARCTIC*

By VILHJALMUR STEFANSSON

IT IS GETTING to be a long time since I was first pleasantly introduced to an audience just as I have been to you and since I first tried to tell the story of our work in the Far North to an audience. Of course talking isn't my trade and in the beginning I used to make a good many blunders dealing with audiences. I make them still. You will discover that this morning, although not quite as many as I used to, luckily for you.

My fundamental mistake used to be that I began at the beginning of my story, told it on to the end as best I could, and then I used to quit. Well now some of you will say, "What is wrong with that?" I found it didn't work because most of my audiences knew a great deal about the Far North and nearly everything they knew wasn't so. And consequently as I was telling them the simple story of our work in the North, there was going on in their minds a continual argument with me. They had read this and heard that and seen so-and-so. They were not wholly ignorant; they had been to school and they couldn't reconcile my story as I was telling it with the background of the Far North as they supposed it to be. So that latterly I find it works a great deal better to have an introduction to my story.

Before presenting to you the North as it is, I shall do my best to remove from your minds the imaginary North that never has existed, either on land or sea, and since I am here in Missouri, on the borders of the North and South, I might say when I speak of the North I do not refer to the Northern States. I am referring to the region within the Arctic Circle. The reason I am particularly qualified with dealing with any wrong ideas that you may have about the North is that like you I have been the victim of the average American education.

I happened to be born in Canada but my parents brought me to the United States when I was only a year old, and I have been through the American common and American high schools, and I even have degrees from three American universities. So you see I have absorbed practically every variety of that misinformation which we call an American education. And I have not only absorbed it. I have done my share helping to pass it on. I was a school teacher once for five years and then I even became a candidate for the state superintendent of education in one of the Western states. Luckily I was on the Democratic ticket and did not get elected.

After that I passed we say Eastward and some of you will say upward, as far as Harvard University. I became an instructor in anthropology in Harvard College. It used to be my job to inform seniors and juniors of the sort of place they would find if they went to the land of the Eskimo. Then I resigned my teaching position, and went to the land of the Eskimo myself and discovered that out of ten things I had been teaching about seven were wrong.

Now, of course, the earth does move and education progresses, and most of you are younger than I and to that extent you are better educated because the schools and school books and school teachers are improving all the time. But still it may surprise you, or on the other hand if you are good judges of human nature it may not surprise you, that nearly every month I meet some normal school or university president who actually still believes a good many things I used to teach when I was an instructor in the University. So I hope you will forgive me if for about half an hour this morning I treat you as if you were the ordinary average college president, assuming that some things, some of the wrong ideas that still cling to the minds of a few of them may also be clinging to the minds of a few of you.

I am going to repeat for you only the things which I myself used to teach, as a salaried member of the teaching staff of a respectable university, and I am going to point out to you not only that my teachings were wrong but also that they were absurd. They could not possibly ever have been correct.

I used to teach, for instance, that the North Pole is the coldest place on earth. Now some of you will say, "Surely you knew better than that." But I didn't. When I heard a man say, "As cold as the North Pole," I thought he was saying the last word in chilliness, and I used to believe that it would be cold in the Arctic, not only in the wintertime, but also in the summertime. And I thought it would be cold not only on the sea coast in August and July, and not only in the mountain tops, but everywhere inside the Arctic Circle; and I thought that there would not be any trees in the Arctic, that there wouldn't be any bushes or grasses or hedges or flowers; I thought if there was any vegetation at all it would be mosses and lichens, and I thought in the wintertime most of the Eskimos dwelt in snow houses, and I thought that the ground was covered all the year with ice and snow; and I thought that the Eskimos drank oil, and I even imagined that they liked it. I had a great many ideas like that in one side of my head in the form of information. In the other side of my head I had theories according to which this information could not possibly be correct, but my head was big enough so that the information and theories never jostled each other very much. I was able to believe opposite things at the same time and able to teach them, too.

We will consider only the seven points which I have placed before you—we might make it fourteen points, or twenty-one except you haven't the patience or time for them. We will consider first whether the North Pole could possibly be even approximately the coldest place North of the Equator.

To begin with we know what kind of a place it is. If I had been addressing you a year ago I would have assumed that you all knew, but since then I have been occupying a teaching chair in the University of Cambridge

* An address delivered before the Convention of the M. S. T. A., St. Louis, Nov. 14, 1929.

in England. I gave a course of sixteen lectures on polar geography to as fine a group of young men as you will find in any university in the world, and do you know that at the end of my course of sixteen lectures fully one out of three of those intelligent young men were still of the opinion that the Arctic and North Pole were two different names for the same thing. Now I hadn't realized that before. I had been so immersed in Northern studies myself that I did not realize that some people say the Arctic when they mean the North Pole, and then again they say the North Pole when they mean the Arctic, and so if thirty per cent of the University of Cambridge is hazy on this point it is just possible thirty per cent of you may be a little unclear, and so I will say that the North Pole is so small that it is smaller than the tip of a needle. It is only a mathematical location out in the ocean. But the Arctic is so large that it is twice as large as the entire United States. The Arctic has many lands and many seas. It has several different kinds of climate; it has several different kinds of people. It is very complicated and difficult to explain, but the North Pole is a location, a point out in the ocean 400 miles away from any land.

Admiral Peary went there twenty years ago. He found about five feet of ice, about so much as from my hand down to the floor. Five feet of ice floating on top of eleven thousand feet of unfrozen water, and that water is always heaving with the tides, it is always broken and disturbed by the winds and currents, and so you couldn't possibly have any large pieces of ice floating around anywhere near the North Pole. There are millions and millions of small pieces of ice, some the size of a piano, some as big as a farm, some as big as Rhode Island, but none of them as big as Missouri. They are floating around back and forth in the open waters, and you know that no place can be extremely cold if it is near open water because open water cannot be colder than 28 degrees above zero and it warms up the air that is anywhere near it. No place can be very cold in wintertime unless it has three qualities: It must be far from the equator and also a long way from any ocean, and also high above sea level. But the North Pole possesses only one of those qualifications. It is far to the North, but it isn't high above the ocean because it is in the ocean, and it isn't far away from the ocean for that same reason. And so it could not possibly be very cold, and if it could not be, why then it isn't.

I don't believe that it has ever been any colder at the North Pole than 55 degrees below zero Fahrenheit, but some of you will say, "But 55 below is very cold." That reminds me I gave a talk some time ago in Jackson, in the State of Mississippi, a room say half as large as this, and an audience not more than five per cent as big as this, and they were scattered all over the big room. I said to the manager, "Why didn't you bunch your audience up in front?" And he replied, "We have reserved seats and we sold out the house."

Then I was surprised. I am used to setting at conventions people that had not paid but after being roped into paying, why stay away. I couldn't get that point. "Well," he said, "We had a dreadfully cold spell occur yesterday."

"Why," I said, "it is only 40 above zero."

He replied, "Yes, but in Jackson, Mississippi, we consider 40 above zero is disagreeably cold weather."

It was raining but they didn't say anything about the rain. They only spoke of the cold. They assured me if it had been a warm rain we would have had a crowded house.

Three weeks after that I addressed a crowded audience at the college of Ypsilanti, Michigan. I have no doubt but that in this large audience there are several alumni of that very fine college. It was as cold as it ever gets in Ypsilanti, about 10 degrees below zero. There were several hundred youngsters in the audience and you know how youngsters are. They may not answer correctly, but they will at least tell you what they think. I said to them, "Boys and girls, what kind of weather do you think it is out of doors?" And they replied in a chorus, "It is delightful weather."

Now they didn't say delightful; they used "bully", "great", "dandy", that sort of thing, but they meant it was pleasant. Well, there you are. If 40 above zero is disagreeable in Mississippi, if 10 below zero is agreeable in Michigan, there is no use arguing about that; it is a matter of taste. And so if you insist the North Pole is dreadfully cold at 55 below, why, dreadfully cold it is and we will leave it at that and we come south. That is about the only way you could come from the North Pole.

We come south about a thousand miles until you arrive at the Northern coast of Canada. There we don't have the fear of ice because the weather bureaus have been there and scientific expeditions like my own, for instance, and the coldest that either the weather bureaus or the scientific expeditions have ever recorded on the Northern coast of Canada is 52 degrees below zero. And then you come south into Canada—I am not talking about average temperatures now; I am talking about minimum temperatures and about of course only the minimum temperatures of the coldest months of the winter. You come into Canada 100 miles and you get five degrees colder, 57 below; 200 miles south it gets to be 62 below zero; 800 miles south into Canada until you come to the very center of Canada and there you find a temperature of 78 below, which is 26 degrees colder than has ever been recorded on the North coast of Canada, and that is a fine farming community, not only that but farmers in that neighborhood have taken the world's prize for the best wheat, won the prize for the best wheat in the world three times during the last twenty years in that very neighborhood.

In other words, there are many people who insist that the Far North is a dreadful country. Well, if it is you must find some other argument than merely saying it is so awfully cold

up there, because the little school children in Alberta, Canada, and even in Montana, go to school every day in the winter at a temperature which is colder than any Eskimo has ever seen so far as we know. I don't mean it is always colder; I mean that there are on rare occasions upon which these children walk to school in colder weather than any Eskimo has ever seen so far as we know.

You have to go through the United States, through Montana, Wyoming and into Colorado before you come to a state in the Union that doesn't have some prosperous town or city that hasn't a lower temperature record by the weather bureau than the weather bureau records for the North coast of Canada. If you doubt this at all, you are taxpayers, you can write to the weather bureaus and ascertain whether this is correct or not.

And then as to whether it is so very cold in the Far North in the summertime. I used to believe it would be and part of my teaching was when I was an instructor in a well known university that north of the Arctic Circle it is always cold. I taught that because I believed it. And remember out of that great faculty of more than 500 instructors and professors and so on, I was that one who was supposed to know more than anybody else on the Harvard faculty about the climate and other conditions of the Far North. Then I resigned my teaching position and I started for the North myself. When I got to Winnipeg and Manitoba I found people there had the same opinion I did. They said, "You are a lucky young man. You are on your way to the Far North and this summer when we are sweltering with the heat you are not going to be suffering from it." And I didn't think I would be.

Then I went by railroad 900 miles from Winnipeg to Edmonton, and in Edmonton for the first time in my life I met people who knew it was terrifically hot in the Far North in the summertime, because the Hudson Bay Company traders and the Royal Canadian Mounted Police and others keep arriving in Edmonton nearly every summer from the North, and they tell the citizens of Edmonton that it may be just as hot a thousand miles north of there as it is in Edmonton itself. I verified that going down the McKenzie River.

As you know, there are two great rivers in North America, the Mississippi flowing south and the McKenzie River flowing north. I have traveled on both. It is said the Mississippi is larger but they look equally large to the traveler on them. Either of them is a great river.

I went down the McKenzie River and when I got to Athabasca Lake I found a temperature of 97 degrees in the shade. Now if you think 97 in the shade is cool you are entitled to your opinion. But I will say that 97 in the shade up there is hotter than 105 would be here according to how it feels to you and me. There are three reasons for that. One is that your hot day is never more than fourteen hours long, but the day up there is twenty hours long; the sun that beats on you for fourteen

hours beats on them for twenty hours; and the sun that gives you a chance of ten hours to cool off gives them only four hours to cool off. Moreover, it is much more humid there than here, and moreover still, the mosquitoes are so bad that no matter how hot it is you have to wear buckskin gloves on your hands and leggings on your ankles and you have to dress heavily and for that reason as well it feels much hotter there than it does here.

Then we continued down the McKenzie River. I might say to you how hot it seemed to me but I would rather say some time ago I was talking to a great audience in Canada and was scolding the Canadians about how wrong their teaching is about the climate of their own country, and at the end of my talk an old man came to me, looked me squarely in the eye and he said, "You know me, don't you?"

I said, "Well, you look familiar but I can't place you."

He said, "I am the steamboat captain that carted you down the McKenzie River 22 years ago when you were on your way to the North for the first time." And he said, "I am going to give you a written statement, I will send it up to your hotel. I think it will be useful to you."

And the statement came along and this is what he said. He said, "I have lived for ten years in Philadelphia, Pennsylvania." Now Philadelphia is about as warm as St. Louis in the summertime. And he said, "I have lived in six other states of the Union. I have lived in many other parts of Canada and the hottest weather I ever felt and the loudest and most continuous thunder I ever heard was on the McKenzie River 60 miles north of the Arctic Circle."

Well, anyway that is what he said. But what I am saying is when we met the Eskimo 100 miles north of the Arctic Circle we met them with a heavy spruce forest for a background, the trees all tall and straight, 100 feet high, and the Eskimo were standing there on the river brink with the perspiration running down their faces and wagging bandanna handkerchiefs around their heads to keep the flies and mosquitoes away.

Now why did I have to travel so far to find that out? Why hadn't I picked up that information when I was migrating from one university to another, accumulating degrees? And then having been paid a salary at Harvard University—I wasn't paid much—but I did get a salary,—having been paid a salary and having taught in part return for my salary that North of the Arctic Circle it was always cold, why was I permitted to resign? Why wasn't I kicked out? Because that heavy spring foliage and those perspiring Eskimo were no special show the Lord put on that afternoon for my benefit. The trees had been growing there and the Eskimo had been perspiring there thousands of years, and I for one didn't know about it. And it will interest you who are teachers that when I came back at the end of my expedition I examined all the common school geographies that were in ordinary use at that

time in this country and I found that not one of them gave any hint that it may be terrifically hot in the Arctic, but I did find a number of other books—they were not text books—which said what I am saying now. I found one of them 300 years old. It was written in English when John Davis was still living. He wrote it. He wrote it at a time when Queen Elizabeth was a young Queen and William Shakespeare was living and an active dramatist.

John Davis was a Welshman who had sailed up into the Arctic several times and that is why you and I as school teachers have been compelled to teach children about Davis Straits because John Davis, a Welshman, sailed up there and when he came back he wrote a book, as so many of us other Polar explorers have done, and in it he says, and I will quote you two or three sentences as best I can, in Elizabethan English—and in the little quotation I am using are only two or three words that are otherwise than would be used today. John Davis said, "I have been within the frozen zone three divers times and I have found the weather there to be upon occasion as salubrious as ever I did see it in the Isles of Cape Verde."

And the Cape Verde Isles, as you teachers know, are in the tropics on the Coast of Africa. John Davis said to Queen Elizabeth and to William Shakespeare that sometimes it is just as hot in the Arctic as it is in the tropics. And every generation since then some traveler has come back and said the same thing.

And the United States began to record 100 degrees in the shade through its own weather bureaus inside the Arctic more than 30 years ago. And the Canadian weather bureaus began to record 100 in the shade 20 years ago. In spite of that as recently as 11 years ago at the end of the Great War I was able to purchase a complete selection of those common school geographies that are ordinarily used in the United States and Canada, and I found that 11 years ago that every one of them still continued saying that north of the Arctic Circle it is always cold, except one, and that one said that north of the Arctic Circle it is never warm. That gives you that much choice. That was 11 years ago.

At that time several of us began a campaign, a more or less systematic campaign against those common school geographies. Not as an institution. We believe that geography is one of the best things taught in school but against the inaccurate text books that were in use 11 years ago, and if you will take the text books of 11 years ago and those of six years ago, and those of this year, and put them side by side and compare them you will find that the Arctic Regions are becoming gradually warmer in the text books. But some of you will say, "Why don't they get hot all of a sudden?" I don't know but I imagine the reason is that the publishers are business men and they are trying to sell you books and they are afraid that if they say one year it is never warm and then say the next year it is 100 in the shade that you might notice the discrepancy and you

might begin to be suspicious of that particular line of textbooks, and so what they are trying to do, I believe, is to change the text books so slowly that you won't notice it. At the rate they are going I should judge about five years from now it will be as warm in all the geographies as it already is in the weather bureaus.

And then as to whether the land in the Arctic is always covered with snow and ice. By the way, before I go further I want to say that for 11 years I have been hoping against hope that some publisher would sue me for libel; that some publisher would say that these things are incorrect. That would give me a chance to place before the public the information whether the weather bureaus are probably right and whether these people are following the weather bureaus or whether they are following the ancient teaching which they learned when they were youngsters in school and never happened to find out about their being right or wrong.

And about the land being all covered with snow and ice. It would have to be a peculiar kind of snow, wouldn't it, if it lasted very long at 80 degrees in the shade? But it is the same kind of snow that you sometimes have; it is white in color, it is made of water crystals and it has the peculiar chemical property that it becomes a liquid any time it gets warm. It disappears like magic in the spring. Well, some of you may like to say to me, "Well, it is really a fable then about Greenland being covered with snow and ice?" You know you have learned that not only in school but also in church. You remember the good old hymn

"From Greenland's icy mountains
From India's coral strands."

But if you happen to be a Sunday school teacher as well as a high school or common school teacher it may interest you to read that hymn over again. It says "Greenland's icy mountains." There is your key, the mountains. The mountains are snow-covered in California and Mexico, they are even snow-covered in Africa; then why shouldn't they be snow-covered in Greenland? Greenland is 84 per cent mountainous and that is the part that has the snow the year round or the ice, the ice that has formed from the snow. But about 16% of Greenland is lowland and that 16% has no snow on it during the month of August, the biggest piece of snow free land is not on the south end as the old theory would have it, but it is on the north end where facts have placed it.

You may say, "But 16% of Greenland isn't so very much." But Greenland is so large that 16% of Greenland is more country than England and Scotland and Ireland put together and a piece of snow free land no bigger than England may be big enough to change the course of history. And so it isn't negligible. But in the month of August there is twice as much snow free land as there is in England and equal to the total area of England, Scotland and Ireland put together. Moreover, you must remember although Greenland is large it is a small part of the Far North as

a whole. Seventy-five per cent of the Far North is either rolling prairie or level prairie; less than twenty-five per cent is mountainous and it is only the mountains that have the snow.

Then as to whether the vegetation is chiefly mosses and lichens. I wish I had the time to go into that with you thoroughly, but I will merely say if you go down the McKenzie River you will come to the north end of the forest when you have gone 150 miles inside the Arctic Circle, but when you come to the end of the forest you only come to the beginning of the prairie and there is no end to the prairie. Follow the prairie down to the ocean and you will find that it does not go into the ocean; it stops at the sea coast.

But if you cross the ocean, to the islands beyond the prairie will be ahead of you in those islands, and as you go from island to island the prairie will always be ahead of you, until finally when you come to those remote islands that no human being ever saw until we discovered them on our third expedition, no Eskimo or white man had ever been near those islands, and if you go even to those last islands on earth you will find the blue grass and timothy, the goldenrod and the dandelion, blue bells, poppies, daisies and forget-me-nots, you find them all and a hundred other flowering plants on the last islands on earth. And in the Arctic as a whole you find more than 760 different kinds of flowers.

There are a good many text books still in use which either say or imply that the chief vegetation in the Arctic is mosses and lichens. There are no flowers either on mosses or lichens, and those plants are less than ten per cent and more than ninety per cent of the vegetation in the Arctic is the kind which is not mentioned by a good many encyclopedias and text books.

And then as to whether the Eskimo in the wintertime live in snow houses. I used to believe that snow houses were as commonplace in the Far North as brick houses and frame houses are down here. I went to Alaska and I was expecting to find Eskimo there living in snow houses. I found the Eskimo sure enough but I didn't find any of them old enough or wise enough so that they knew anything about snow houses. But I was so well educated that I still believed Eskimo in Greenland would nearly all of them dwell in snow houses in winter. But I know now that out of the 14,700 Eskimo in Greenland less than 250 have ever seen snow houses and that is equally true 100 years ago or 200 years ago or 500 years ago, so far as known. Of all the Eskimo in the world, a good deal more than half have never heard of a snow house unless they have been to school.

I might say I am rubbing this in a little bit more because this is an audience of teachers but I own up here I am a little unfair when I say this. What I mean really is that they have heard it from white men. The Eskimo have learned about snow houses from explorers like me, from missionaries, from sailors

and traders. There are Eskimo you see that have snow houses. More than 75 per cent of them have never seen snow houses but something like 20 per cent do have them. It may seem strange to you that some Eskimo have snow houses while others haven't heard of them. The point is that the Eskimo are a very wide spread people. Some Eskimo are further away from other Eskimo than you are from Brazil and you travel a great deal and you are well educated, but even so there are a good many things in Brazil that you are hazy about, and the Brazilians aren't so well informed about everything in Missouri. Before the white men came the Eskimo had no books and they traveled very little and so it is not strange that most of the Eskimo had never heard of snow houses, although there are some Eskimo who do have them.

If you were teaching about snow houses I should say that you ought to have a map as a background for your teaching. You should show on that map the vast area which is or has been richly inhabited by Eskimo, and then in another color you should show that comparatively small area where alone Eskimo have ever had snow houses, either in the present or in the past so far as we know.

And then as to whether the Eskimo drink oil. I said in a book I wrote once, "No Eskimo in the world ever drank oil." I said that on the basis of two things: One was I lived with the Eskimo for ten winters and thirteen summers as intimately as you live in your own family. The first winter, for instance, I was stranded among them; I had no resources of my own. They took me in and I lived as their guest. There were 27 of us in the room in which I lived; 26 Eskimo all winter and myself in one room. Well now if you live in one room all winter with 26 Eskimo and if they are in the habit of drinking oil you are going to find out about it. But not only did I live with them intimately that winter but ten winters following and I never have seen any Eskimo who ever heard of another Eskimo who ever heard of another Eskimo who ever drank oil. The idea simply isn't familiar to them. That is one way in which I know it.

The other way is I tried it myself and I found it couldn't be done. On one occasion we were starving, six Eskimo and myself. Those of you who are dietitians, physiologists and so on, you know there is nothing in the world that is more nourishing than oil. Bacon fat, lard, butter, olive oil, they are about the most nourishing things chemistry and physiology know anything about. We had about 200 pounds of seal oil, just as nourishing as if it had been 200 pounds of bacon fat. We tried to drink it but we couldn't do it. We poured some of it in saucers and offered it to the starving dogs and they would not lap it up. We had to take moss or grass or something of that sort and make a salad either for ourselves or for the dogs and in that way both the dogs and ourselves ate it and we got along very well and went ten days on that and didn't suffer a great deal. We got food at the end of

ten days and didn't lose a dog and nothing went wrong. That is how I found out you cannot drink oil.

But do you know that since then I have found out that there are some Eskimo who do drink oil? Before I tell you that story I will tell you a parallel story.

When I was a student in college I traveled in Northern Europe, in Scotland and England, in Denmark, Sweden and Norway, and in Denmark I was told that when the average American tourist lands there—of course that doesn't apply to school teachers—when the average American tourist landed in Denmark 20 years ago there were only two things he knew about Denmark. One was there ought to be something rotten in it somewhere, and the other was that Hamlet's grave ought to be there. And this business about Hamlet's grave puzzled the Danes at first but gradually they caught on and presently there sprung up in six or eight different parts of Denmark six or eight high board enclosures and inside of them were six or eight graves that were said to be Hamlet's grave, and the tourist would pay a dollar or the equivalent of that to go inside and see what was said to be Hamlet's grave. I believe the better business bureaus of Denmark have stopped this and there is only one Hamlet grave now in Denmark, but at that time there were a good many.

Now the Eskimo are just as clever as the Danes, and the Eskimo country is fast becoming a tourist country. Labrador has been a tourist country for a long time and so is Alaska. I was up in Alaska sometime ago in the gold mining city of Nome. There were about 200 Eskimo there and about 2000 white people, and a big tourist steamer at anchor in front of the town and tourists all over the place and these tourists were a little bit disappointed because somehow the Eskimo did not look like movie Eskimo to them, and I was shabbily dressed—I was out among the Eskimo—and one of the tourists saw me and knew I couldn't be a tourist from my clothing, and so he said to me, "Look here, are these real Eskimo?"

I said, "Yes, full blooded Eskimo."

He said, "Is this boy over there for instance, is that an Eskimo boy?"

I said, "Yes."

He said, "Isn't it funny! He is making a map of the United States in the sand."

I said, "That is not so funny because he goes to school."

So the man walked over to him and he said, "Johnny are you a real Eskimo?"

He said, "Yes, sir."

He said, "Well, will you drink a little oil for me? I want to see you drink oil."

And Johnny said, "All right, sir"—in perfectly good English. He had seen tourists before. He ran into the house and ran out with a teacup, held it to show there was something yellow in the bottom of it—it may have been honey, but it may have been oil—in any case only a tablespoonful and anybody can take a tablespoonful of oil—and as those of you know who have taken that much castor oil; it can

be done—and the boy said, "Look, sir, that is oil." And then he drank it, made a wry face, grabbed the dollar and ran off. And that is the only time I have seen an Eskimo drink oil. But it is my belief that as the tourist traffic increases the custom of oil drinking among the Eskimo will increase correspondingly.

Well, now some of you may like to say to me, "If these things are really true as you claim and if these are only a few samples and many others are equally untrue, why is it that so many people still believe these things, and why do you find some of them, not all of them, but why do you find some of them even in fairly good text books and in reasonably good encyclopedias?" Well, I can think of ten answers; but I won't bother you with more than one or two.

One answer is you believe practically anything as everybody else has always believed it. The other day in Kansas I was talking to an average Kansas audience very much like a Missouri audience, and there were a good many school children in the audience. I said to them, "Boys and girls, will you tell me what does an ostrich do when he is frightened?"

And one small boy shouted out, "When he is scared he runs away." But the others drowned his down and said, "No, he hides his head in the sand."

And when I was able to say to that audience that the one small boy was using his common sense but the others were using their education. And when I say education again I do not mean the schools because we get most of the education in the home and some in church and some in Sunday school and some by reading the newspapers and some by hearing political campaign speakers, and so on. And if anybody ever told you that there was never an ostrich that buried its head in the sand it was probably some school teacher that told you because on the average school teachers are the most forward-looking class in the community and on the average they are on to more of this folk lore than any other class of people, but still it is a fact that a good many teachers even now believe that ostriches bury their heads in the sand. Most Americans believed it I think until we had a President by the name of Roosevelt who became an ex-president and went to Africa hunting and came back and wrote a book, and that is the first most of us ever heard that ostriches do not bury their heads in the sand. But you didn't really have to ask a distinguished traveler whether it is true. All you need to do if you are curious about ostriches is to ask your own common sense. That is a convenient thing to do. You nearly always have it with you.

There are said to be a good many lions and leopards in Africa. Well now, if there are I ask you what would you do if you were a hungry lion and came to a place where there was a big fat bird standing with his head in the sand? Why, if I was a hungry lion I would go up and bite his head just far enough above the sand so I wouldn't get the sand in my teeth. Inside of a few weeks every wild ostrich in

Africa would be killed if they did not know every trick of fleeing and fighting and hiding that an animal has to know to get along in this very difficult world.

And that is the point of my story. If our forefathers ever since the day of the Greeks have believed that ostriches hide their heads in the sand when frightened, it isn't so very strange if these same gullible ancestors have also believed all the land in the Arctic is always snow covered; that Eskimo drink oil when thirsty and all that sort of thing. The public will believe almost everything if everybody else has always believed it. Now that is answer number one.

Answer number two is before you this morning. We explorers are to blame. It isn't so much that we have told you fibs, although I do think some explorers have told you a few fibs. Now that one of the most famous of our fraternity, the well known Dr. Cook, is safely locked up in the Federal Prison in Kansas, it has become reasonable to suppose there have been some fibbers among us, but that isn't the main point. It isn't so much we have been trying to deceive the public. It is rather we have not been trying so very hard to undeceive them. And why do you suppose? Why, I think it is because it pays to be a hero. Heroism pays. It pays for the explorers to have the public believe that the Far North is such a dangerous and such a dreadful place that not one would go there unless he were a combination of a hero and a martyr. Heroism pays not only in money, it pays in other things that are worth a great deal more than money.

You remember in the play Shakespeare tells you Desdemona was in love with Othello and Shakespeare tells you why. He said she loved him for the danger he had met. Desdemona loved Othello because Othello was a hero. That is a common weakness of women. They dearly love heroes. And not only the women; it is a weakness of the entire population. We are all fond of heroes and we never have quite enough of them and the greatest hero factory in the world always has been the Far North. All you have to do to be a hero is just go there. The public already knows what a dreadful place it is; they are already selfdeceived; they know about the eternal silence and darkness and cold and desolation. In their minds it is an awful place; it stands to reason that none but heroes would go there. And so if I want to be a hero all I really have to do is to go North and stay for awhile and come back and certify to the public that I have really been there and the public is then in a frame of mind to worship me for my heroism and the chances are if I don't brag too much about it, they will admire me for my modesty in addition. All I really have to do is to refrain from giving the game away. But you see I am not refraining. I am giving the game away to the best of my ability. There are two reasons for that; one is temperament, and the other is we can't help ourselves.

There used to be a time when none but heroes like myself went to the Far North, but

now ordinary people like you are beginning to go. Men with their wives and families and that is spoiling our game. They are finding copper, coal and oil in paying quantities; finding gold and silver and platinum; they are finding oil. The American Navy already has a vast oil reserve 150 miles north of the Arctic Circle. The chances are we will have the next Teapot Dome scandal up there. And then we are raising reindeer and shipping the meat down to Chicago, New York and St. Louis, and the men who are doing that are getting rich on it. And the United States Government is sending considerable numbers of school ma'ams to the Arctic, nice ones and every kind of ones. Some of the most attractive school ma'ams apart from the ones I have before me today, I have met in the Far North, but one of them I met in Wichita, Kansas. As you know Wichita is one of the finest cities of the Middle West. This young lady told me she had been teaching school a number of years among the Eskimo and then had a chance to get bigger wages if she came back to Wichita. She came back and had been teaching there for a year and she said to me that she thought at the end of the year she would resign from her big salary in Wichita and go to the Far North at smaller wages because she said she enjoyed it so much better up there. Why now I ask you what is a hero like me to do in a case like that? Luckily I saw the trouble coming a few years ago and I said to myself I might just as well be one of the first and give the game away since it has got to be done in any case.

If I had the opportunity I would like to go on in this body to build up the Far North as it really is by the use of pictures, and I am to have that opportunity I believe tomorrow afternoon when I speak to the section on geography. At that time I shall try to build up in place of what I have been tearing down today. But I want to close by saying that those things I have been telling you are of no consequence in themselves. But it seems to me it is an interesting symptom of the condition which I have no doubt is wide spread, not only in our own educational system but in the educational system of the entire world. We are not only teaching the most advanced conclusions of science but in part we are also teaching under what is really the shadow of science a good deal of folk lore, a good deal of propaganda. I do not think there is much propaganda about the Far North. I think it is mainly folk lore but in some other things equally insidious things there is propaganda and you teachers are I am sure already on your guard against that sort of thing which may come in the most orthodox text books. I want to suggest to you that one of the finest mottoes I have ever heard about for a teacher, and by the way you had better apply it to me, apply it to me as well as everyone you hear and all the books you read. A famous professor in Vienna by the name of Suess, a great geographer, never used to close his lectures except by saying, "Gentlemen, these are things which we believe today. Tomorrow we may know better."

Report of Committee on Junior and Senior High School Courses of Study

By DEAN M. G. NEALE, Chairman.

Presented and Adopted by the Assembly of Delegates in St. Louis, Nov. 13, 1929.

The Junior and Senior High School Courses of Study Committee has up to the present time published 14 volumes containing the Junior and Senior High School Courses of the State. The last one, the fourteenth, was the syllabus for commercial subjects. We have already in our hands from the Committee on Latin a syllabus. We expect that to be sent to the printer within the next two weeks. We have yet to receive syllabi on Modern Languages, French, Spanish and German. We expect to have these completed within the next year and we will ask for the discharge of the Committee at the next meeting of the Assembly of Delegates.

Your Secretary told you awhile ago that we

still have left out of the original appropriation of \$5,000 something in the neighborhood of \$1,000. We have tried to use this money as economically as possible so that we could make it cover the production of the syllabus for each subject and we believe it is going to do that and then have some left.

Your Committee, which is composed of J. R. Scarborough, Mr. Armand R. Miller, of Harris Teachers College and myself, wishes to express our deep feeling of gratitude to the many teachers of the state who have cooperated in the production of these syllabi and particularly the State Department of Education, which has worked with us at all times.

Report of Salaries and Tenure of Office

By MR. A. G. CAPPS, Chairman.

Presented and Adopted by the Assembly of Delegates in St. Louis, Nov. 13, 1929.

Mr. Chairman and Members of the Assembly of Delegates: Again your Committee on Salaries and Tenure of Office appears with a report consisting of data relative to salaries and tenure as they existed in Missouri in 1928-29. Also we shall again make a comparison of salaries and costs of living. Further, we shall refrain from making recommendations this year, because nothing has come of the recommendations made in former years.

Status of Salaries in 1928-29

The salaries paid in 1928-29 to the different types of positions in our profession as shown in Table I are:

1. The median monthly salary of superintendents paid on a nine months basis in first class districts is \$203.00, and for those on a twelve months basis is \$246.00. The median salary of superintendents in second class districts is \$150.00 a month, and for those in third class districts is \$144.00 a month.

2. The median salary of high school principals paid on the basis of nine months is \$136.00 a month, and those paid on basis of twelve months is \$167.00 a month.

3. The median salary of the regular high school teachers is \$136.00 a month in first class districts; \$160.00 a month for those in second class districts, and \$83.00 a month for those in third class districts.

4. The median salary of elementary school teachers in first class districts is \$85.00 a month; in second class districts is \$80.00 a month; and in third class districts is \$81.00 a month.

5. The median salary of the rural school teachers was \$80.00 a month in 1927-28, the last year for which data are available.

Table I
Summary of Teacher's Median Monthly Salaries in Missouri in 1928-29

Type of Teacher	First Class High Schools	Second Class High Schools	Third Class High Schools	Rural
Superintendents				
9 mo. 10 mo. 11 mo. 12 mo. 8 mo. 9 mo.				
Regular	203	248	246 150 144 146	
T. T.	233			
V. A.				
High School Principals				
136 230 277	167 113			
High School Teachers				
Regular	136 192	175 106 83		
T. T.	149			
V. A.		226		
V. H. E.	146			
Elementary	85	80 81		80
				1927-1928

Comparison of Salaries in 1928-29 with Salaries the Preceding Year.

When the general average salaries received in our profession in 1928-29 are compared with those received the preceding year, we find more salary decreases than increases as shown in Table II. Furthermore, we wish to call attention to the fact that your Committee has been reporting this same condition for the last three or four years.

1. The salaries of superintendents in first, second and third class schools show decreases from one to five dollars a month except for the superintendents teaching teacher-training.

2. The principals of our high schools show decreases of two to four dollars a month without exception.





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3. The high school teachers in first class high schools show the handsome increase of one dollar a month.

4. The elementary school teachers in the first class districts receive the same average monthly salary as the preceding year; those in second class districts show an increase of two dollars a month; while those in third class districts show a loss of two dollars a month.

5. The bright spot in the situation is in the rural schools, where the 1927-28 monthly salaries averaged ten dollars a month higher than in 1925-26.

Table II

Teachers' Salaries in 1928-29 as Compared with 1927-28

Type of Teacher	Tendency for 1928-29 compared with 1927-28	Apparent per cent increase over 1913-14	Real Percent Increase over 1913-14
Superintendents			
First	—\$2.00	49	—13
Second	—\$5.00	33	—22
Third	—\$1.00	55	—9.6
T. T.	—\$3.00	63	—4
Principals			
First	—\$4.00	60	—13
Second	—\$2.00	61	—6
High School Teachers			
First	—\$1.00	91.6	11.7
Second			
T. T.	—\$1.00	75	2.3
Grade Teachers			
First	same	no data	no data
Second	—\$2.00		
Third	—\$2.00		
Rural Teachers			
1927-28 Compared with 1925-26	—\$10.00	100	15

Salaries and Cost of Living.

The salaries paid in the teaching profession must be considered in relation to the cost of living. Everyone knows that our salaries are higher than they were, say in 1913, but not everyone knows that our superintendents and principals are really worse off now than in 1913 as shown in Table II. The range is from 4 per cent to 22 per cent below 1913 as a basis of comparison.

On the other hand the high school teachers and the rural school teachers are in better position now than in 1913 when cost of living is taken into consideration. We regret very much that we have no data regarding elementary school teachers.

Tenure of Office.

For a number of years we have collected data on tenure of office of our various teaching positions and found so little change that we omitted the comparisons this year.

Salaries and the Supply of Teachers.

In order to find out something regarding the supply of teachers with certificates to teach we made inquiry of the chairmen of the committee on recommendations in our state teacher training institutions. The general consensus of opinion is that there is an oversupply of people certified to teach. One chairman said: "Always an oversupply and always will be when certification is as lax as it now is."

This raises the question of the relation between the supply of certified teachers and salaries received in our profession. The Committee has not attacked this question.

Purchasing Power of Salaries of Superintendents First Class High Schools (9 Months Basis)

Year	Monthly Salary	Index Monthly Salary	Index Cost of Living	Purchasing Power Monthly Salary	Index purchasing Power Monthly Salary
1913-14	\$136.00	100	100	\$136.00	100
1921-22	210.00	154	174	121.00	89
1922-23	207.00	152	170	122.00	90
1923-24	207.00	152	172	120.00	88
1924-25	206.00	151	170.6	121.00	89
1925-26	206.00	151	173.5 (a)	119.00	88
1926-27	206.00	151	174.8 (b)	118.00	87
1927-28	205.00	151	173.4 (c)	118.00	87
1928-29	203.00	149	171	118.70	87

(a) for June 1925; (b) for June 1926; (c) for June 1927.

Purchasing Power of Salaries of Superintendents Second Class High Schools (9 Months Basis)

Year	Monthly Salary	Index Monthly Salary	Index Cost of Living	Purchasing Power Monthly Salary	Index purchasing Power Monthly Salary
1913-14	\$113.00	100	100	\$113.00	100
1921-22	176.00	156	174	101.00	89
1922-23	161.00	142	170	95.00	84
1923-24	155.00	137	172	90.00	80
1924-25	164.00	145	170.6	96.00	85
1925-26	156.00	138	173.5 (a)	90.00	80
1926-27	153.00	135	174.8 (b)	88.00	78
1927-28	155.00	137	173.4 (c)	89.00	79
1928-29	150.00	133	171	88.00	78

(a) for June 1925; (b) for June 1926; (c) for June 1927.

Purchasing Power of Salaries of Superintendents Third Class High Schools (9 Months Basis)

Year	Monthly Salary	Index Monthly Salary	Index Cost of Living	Purchasing Power Monthly Salary	Index purchasing Power Monthly Salary
1913-14	\$94.00	100	100	\$94.00	100
1921-22	142.00	151	174	82.00	87
1922-23	139.00	148	170	82.00	87
1923-24	138.00	147	172	80.00	85
1924-25	129.00	137	170.6	76.00	81
1925-26	143.00	152	173.5 (a)	82.00	87
1926-27	147.00	156	174.8 (b)	84.00	89
1927-28	147.00	156	173.4 (c)	85.00	90
1928-29	146.00	155	171	85.40	90.4

(a) for June 1925; (b) for June 1926; (c) for June 1927.

Purchasing Power of Salaries of Superintendents Teaching Teacher Training (9 Months Basis)

Year	Median Salary	Index Median Salary	Index Cost of Living	Purchasing Power Median Salary	Index purchasing Power Median Salary
1913-14	\$143.00	100	100	\$143.00	100
1921-22	229.00	260	174	132.00	92
1922-23	245.00	271	170	144.00	100
1923-24	239.00	267	172	139.00	97
1924-25	233.00	263	170.6	137.00	96
1925-26	244.00	271	173.5 (a)	141.00	99
1926-27	269.00	288	174.8 (b)	154.00	108
1927-28	230.00	260	173.4 (c)	133.00	93
1928-29	233.00	263	171	136.00	96

(a) for June 1925; (b) for June 1926; (c) for June 1927.

**Purchasing Power of Salaries of Principals
First Class High Schools
(9 Months Basis)**

Year	Monthly Salary	Index Monthly Salary	Index Cost of Living	Purchasing Power Monthly Salary	Index purchasing Power Monthly Salary
1913-14	\$85.00	100	100	\$85.00	100
1921-22	143.00	168	174	82.00	96
1922-23	142.00	157	170	84.00	99
1923-24	140.00	165	172	81.00	95
1924-25	143.00	168	170.6	84.00	99
1925-26	141.00	166	173.5 (a)	81.00	95
1926-27	141.00	166	174.8 (b)	81.00	95
1927-28	140.00	165	173.4 (c)	81.00	95
1928-29	136.00	160	171	74.00	87

(a) for June 1925; (b) for June 1926; (c) for June 1927.

**Purchasing Power of Salaries of Principals
Second Class High Schools
(9 Months Basis)**

Year	Monthly Salary	Index Monthly Salary	Index Cost of Living	Purchasing Power Monthly Salary	Index purchasing Power Monthly Salary
1913-14	\$70.00	100	100	\$70.00	100
1921-22	123.00	176	174	71.00	101
1922-23	116.00	166	170	68.00	97
1923-24	114.00	163	172	66.00	94
1924-25	116.00	166	170.6	68.00	97
1925-26	117.00	167	173.5 (a)	67.00	96
1926-27	116.00	166	174.8 (b)	66.00	94
1927-28	115.00	164	173.4 (c)	66.00	94
1928-29	113.00	162.4	171	66.00	94

(a) for June 1925; (b) for June 1926; (c) for June 1927.

**Purchasing Power of Salaries of Principals
Teaching Teacher Training
(9 Months Basis)**

Year	Median Year	Index Median Salary	Index Cost of Living	Purchasing Power Median Salary	Index purchasing Power Median Salary
(a)					
1913-14	\$108.00	100	100	\$108.00	100
1921-22	184.00	170	174	105.00	98
1922-23	189.00	175	170	111.00	103
1923-24	185.00	171	172	108.00	100
1924-25	186.00	172	170.6	109.00	101
1925-26	178.00	165	173.5 (b)	103.00	95
1926-27	181.00	168	174.8 (c)	104.00	96
1927-28			173.4 (d)		

(a) 1913-14 assumed to be same as 1914-15 in order that tables may be uniform.

(b) For June 1925; (c) For June 1926; (d) For June 1927.

**Purchasing Power of Salaries of High School Teachers
First Class High Schools
(9 Months Basis)**

Year	Monthly Salary	Index Monthly Salary	Index Cost of Living	Purchasing Power Monthly Salary	Index purchasing Power Monthly Salary
1913-14	\$71.00	100	100	\$71.00	100
1921-22	133.00	187	174	76.00	107
1922-23	135.00	190	170	79.00	111
1923-24	134.00	189	172	78.00	110
1924-25	136.00	192	170.6	80.00	113
1925-26	138.00	194	173.5 (a)	80.00	113
1926-27	137.00	193	174.8 (b)	78.00	110
1927-28	135.00	190	173.4 (c)	78.00	110
1928-29	136.00	191.6	171	79.50	111.7

(a) for June 1925; (b) for June 1926; (c) for June 1927.

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Purchasing Power of Salaries of Teacher Training Teachers
(Exclusive of Superintendents and Principals)

Year	Median Salary	Index Median Salary	Index Cost of Living	Purchasing Power Median Salary	Index purchasing Power Median Salary
1913-14	\$85.00	100	100	\$85.00	100
1921-22	170.00	200	174	98.00	115
1922-23	171.00	201	170	101.00	119
1923-24	171.00	201	172	99.00	116
1924-25	170.00	200	170.6	100.00	118
1925-26	168.00	198	173.5 (b)	97.00	114
1926-27	163.00	192	174.8 (c)	98.00	109
1927-28	150.00	176	173.4 (d)	87.00	102
1928-29	149.00	175	171	87.00	102.3

(a) 1913-14 assumed to be same as 1914-15 in order that tables may be uniform.

(b) For June 1925; (c) For June 1926 (d) For June 1927.

Monthly Salaries of Certain Classes of Teachers

Year	GRADE TEACHERS			Voc. Agr. (12 Mo. Basis)	Voc. Home Ec. (9 Mo. Basis)
	First	Second	Third		
1919-20				179.16	139.50
1920-21				190.91	149.07
1921-22	86.89	77.14	80.21	201.94	152.92
1922-23	86.58	77.56	83.06	212.50	152.53
1923-24	86.39	79.01	75.00	210.88	156.67
1924-25	87.22	78.09	83.92	219.00	155.00
1925-26	86.00	79.00	83.00	208.00	151.00
1926-27	85.00	80.00	74.00	225.00	146.00
1927-28	85.00	78.00	83.00	225.75	146.00
1928-29	85.00	80.00	76.00(a)		

(a) When annual salary is divided by 8 months.

Purchasing Power of Salaries of Rural School Teachers
(9 Months Basis)

Year	Monthly Salary	Index Monthly Salary	Index Cost of Living	Purchasing Power Monthly Salary	Index purchasing Power Monthly Salary
1913-14	\$40.00	100	100	\$40.00	100
1921-22(b)	72.00	180	174	41.00	102.5
1922-23(c)	63.00	157.5	170	37.00	92.5
1924-25(d)	69.00	172.5	170.6	40.00	100
1925-26(e)	70.00	175.00	173.5(d)	40.00	100
1927-28(f)	80.00	200.00	173.4	46.00	115

(a) 50 counties.

(b) 63 counties.

(c) 100 counties.

(d) For June 1925.

(e) Seventy-seventh Mo. Report of Public Schools, 1926, p. 164.

(f) Seventy-ninth Mo. Report of Public Schools.

Respectfully submitted,

(Signed) A. G. Capps, Chairman

Miss May Farr Hiatt

Dr. George R. Johnson

Over the Rockies and Through the Woods

SOME LEAVES FROM A TRAVELLER'S NOTEBOOK.

By Lillian Hansen.

THE TEACHER who says, "Summers just come and go," has never been the fortunate member of a western touring party. If she has ever had that restful soul-satisfying vacation, she knows that one summer came that didn't go, for the memories cling and the friendships linger.

I mean the kind of vacation where you have no baggage, no worry, no trouble; where there is a "Bob" who relieves you of your responsibilities, and your half grown trunk.

It was just a word from a fellow teacher that set me thinking of this conducted tour, and later an illustrated itinerary from the manager, Mr. F. J. Kirker, Junior College, Kansas City, Mo., started me planning for a western vacation—a vacation which is available to teachers every year, since Mr. Kirker is conducting these tours each summer.

Today, months afterward, when the "Round Robin" came in on its second flight, I was glad for the thousandth time that the summer of 1928 still lingers. I buried myself in a big arm chair, and for an hour and a half lived again in Sheridan Hall, Berkeley, California, while I read the thirty-six letters from girls who had lived together during that eventful summer when we were all "Kirkers."

It all passes in panorama—beginning with that first morning in Kansas City, when the manager collected us in the station, and assigned our berths in the pullman with the in-

junction to shake hands with everyone in our car, and to tell each other our first names.

As the eleven cars of our "Special" pulled out of the city, we were like the two little boys going "Out to Old Aunt Mary's—our cares behind and our hearts ahead." The atmosphere of friendliness and good fellowship increased as the journey progressed for Mr. and Mrs. Kirker often traversed the entire length of the train, chatting with members of the party, or dropping a friendly word of counsel here and there to those who asked for it.

Even our registration cards for summer school were filled out in our leisure time, so there would be no waiting in line when we arrived in Berkeley.

Although we enjoyed every moment of the passing days, and were becoming greatly interested in the personnel of the party, we were looking forward to the day at the Grand Canyon. The porter, true to his promise, aroused us on the third morning, with, "Foa o'clock ladies. Time to see de sunrise."

Perhaps more than one heart beat faster in anticipation of seeing that wonder of wonders which countless travelers have tried to describe, and about which as many more have said, "It's no use."

Whatever had been our previous information or past experience we gazed enraptured at the yawning charm while we watched the morning sun drive the blue mist farther and

farther back from the fantastic forms of red granite stretching endlessly before us. Its changing hues fascinated, and its vastness overwhelmed us.

Towering pinnacles at one time enveloped in blue, later deepened into purple, as we looked across the distance. All day long we tried to comprehend its magnitude as we rode and walked along the rim, or rode burros down the trails.

Sunset too had its charms, but since our party left at dusk, we tore ourselves away, but not without many backward glances, loathe to leave the colorful wonder, and fearful lest the memory would not last forever.

Once back on the train we began to look forward to California and the palm trees which greeted us first at San Bernardino. Riverside, Los Angeles, Hollywood and Catalina came in the next four delightful days. All we had ever heard of the Mission Inn, the millionaire homes of movie stars, glass bottomed boats and flying fish became a reality.

All too soon we were reminded that bags must be packed in the Rosslyn Hotel so that "Boh" our accompanying baggage master, could have them transferred to our state rooms on the "Emma Alexander" for we were to have a five hundred mile steamship ride from Los Angeles to San Francisco.

Naturally we wondered if we would be sea sick and inside of twenty-four hours we found out. A friend had casually remarked to me:

"Either you are, or you are not. Your imagination plays no part whatever. First you're afraid you are going to die, and then you fear you won't; nothing really matters, but you'll have company in your misery, and no one ever dies—if that is any comfort." No wonder we were skeptical about the sea. It was calm, however, and there were more lucky folks in our party than ill ones. Anyway they forgot their misery afterwards, and laughed in remembrance of the time when the steward brought dried beef and crackers to the gray-green victims on the upper deck. I have one faint regret—you note I say faint—that my cabin mate had this one more experience than I did, and that she has a greater and more wholesome respect for lemons—the life-saver of her first ocean voyage.

The twenty-six hours passed quickly for those of us who were watching the restless, ceaseless waves gathering foam and finally breaking against the vessel. Even now I can recall the thrill of riding a wave to the crest and then suddenly finding ourselves slipping on the wave that wasn't. What did it matter if the steps of the dining-room stairs did come up under our chin as we mounted a wave, or that the olives played leap frog in the iced tea glasses? We sailed on, and behind us followed a white-green path of rolling waves over which soared flocks of sea gulls.

We reached the Golden Gate on the afternoon of July 2, and very soon arrived at the

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dock in San Francisco. With Mr. Kirker leading the way the one hundred and ninety in our party left the boat. We immediately took a ferry across to Oakland, and in a few minutes found ourselves in Berkeley.

What pleased us most on our arrival were the letters from home lying on the hall table in the most casual way. Mrs. Kirker had come on ahead of the party and the lovely houses which were to be home to us for the summer were ready for us. The hostess welcomed us and then directed us to the rooms that already bore our names on the doors. Next the unpacking began, for our trunks and bags were already in the basement. Girls were running upstairs and down, carrying loads of clothing from the basement, or returning to get another armful—all greeting each other gayly, for we felt that the fun was just beginning, and that life in Sheridan Hall promised to be very interesting.

After the first dinner, as after all other dinners, came the strains of music from the big drawingroom, and voices in song and laughter—always laughter, for life was pleasing in our big summer home in California where the fog always enveloped the sunrise, and then passed leaving the rest of the day to the sunshine.

I shall never forget those early walks to school through the great masses of hydrangeas, when the crisp air was permeated with the scent of eucalyptus buds, and we heard the clear chimes of the Campanile, played from the three hundred foot white granite tower on the campus.

Life was very pleasant in that strange university because we seemed to be in the midst of friends—everywhere we met members of the Kirker party, and a smile, a nod, or a few words of greeting made the distant city seem like home.

Each week end there was a special trip for the whole party. Tickets were purchased and all arrangements made by our manager. Our only responsibility was to be ready on time.

All of these trips were memorable, and I can still recall many interesting features about each. To me, the tour of San Francisco means Chinatown and Golden Gate Park; Palo Alto recalls Leland Stanford University and museum, and the Memorial Chapel with its mosaics set in gold leaf.

The trip to Mt. Tamalpais recalls our climb from Mill Valley over the crookedest railroad in the world, with the engine pushing the observation cars backward to the summit of the purple peak overlooking San Francisco and the Golden Gate. Below, to the right, floated great rolling, feathery masses of clouds which obscured all rigid forms, and gave us tantalizing glimpses of the blue waters of the bay, below.

After lunch and a stroll around the summit, we descended by gravity cars to the fragrant Muir Woods, and walked down the pleasant lanes, marveling at the strength and beauty of the redwood giants.

But paramount in California sight-seeing to my mind, is Yosemite National Park, a four hundred mile week end trip that is unequalled.

El Capitan, the guardian of the valley, stands grim, grand and silent, and meeting this perpendicular rock that rises majestically to a height of three thousand feet are other solid rock formations of almost equal magnitude. The longer we stayed, the greater grew the fascination. At noon the blue haze seemed to thicken and the walls close in around us so that the towering heights were virtually in front of every turn.

The firefall at nine o'clock every evening holds thousands of spectators spellbound, as they watch the waterfall of sparks drop from the ledge, thirty-six hundred feet above the floor of the valley. This custom originated with the Indians who used the fire on Glacier Point to signal to the valley that all was well for the night. Now it is used as a beautiful and effective close for the evening program at Camp Curry.

We left the valley by moonlight, almost in silence, for those stately forms in shadow give a greater impression of grandeur than by daylight. I think more than one member of the party felt that we were leaving sights unparalleled—not greater than the Grand Canyon, but different.

Frequently during the summer we heard laments that the gala days would not last. Without our sanction summer came to an end as all summers do, and we had to pack for our homeward journey.

We regretted to leave Berkeley, but found that the trip still offered much pleasure, for ahead of us lay Portland, Seattle, Puget Sound, Victoria, Vancouver, Lake Louise and Banff Springs in the Canadian Rockies. All of these were eniovable but again a few stand out in high relief.

Even Yosemite cannot boast of more beautiful waterfalls or fresher springs than those of Multnomah on the Columbia River Highway. To view the falls on one side, and far below, the Columbia River and its palisades, is to have seen a beautyland of America that is not surpassed even by the Hudson with its world famous palisades and superb highways.

The boat ride across Puget Sound from Seattle to Victoria, winding through wooded islands on the serene, mirror-like waters is an experience not to be forgotten. We seemed just to drift along, finally landing in English Bay at Vancouver as the sun was setting, and reflecting its beauty in spectrum colors over the bay.

But the crowning triumph of the return trip is Lake Louise—the central jewel of the Canadian Rockies, a gleaming turquoise in a setting of majestic mountains, reflecting in its glassy surface, the white chateau, the tinted rocks along the rim, and the yellow alpine poppies growing near. Behind this most perfect gem of scenery rises the old Victorian glacier with its tremendous crown of eternal snow.

After we left this beautiful spot and boarded the train, we occasionally caught glimpses of a sunset on the snow capped peaks that no artist would have dared to paint lest he be accused of exaggeration. Colored footlights shadowing the dancer never made more deli-

cate tints than a sunset in the Canadian Rockies.

As the train sped eastward toward Saint Paul, and the party began talking of breaking up, throats tightened and lips compressed at the thought of good-byes, for the company had grown very near to each other in the eight weeks of companionship.

Now, my prize possessions are an endless cycle of memories, and my scrap book into which I put every item of interest except the rocks I collected at Lake Louise. To read this book from cover to cover is to bring back every incident and association of that glorious summer when we traveled OVER THE ROCKIES AND THROUGH THE WOODS.

Is There an Antidote for Jazz?

SUSAN M. DORSEY, Former Superintendent of Schools, Los Angeles, Calif.

PERHAPS NO TERM so commonly used is less clearly defined than "jazz." In general it conveys a notion of noisy confusion, the characteristic of certain types of music and dancing, since these are the media through which most often this boisterous bewilderment expresses itself.

Jazz is really a quality of mind that appears not alone in music and dancing but in literature, dress, and manners. Its essence is always a violent forcing of attention through the unusual, the noisy, the bizarre, and even the offensive. In music the jazz effect results from breaking in upon orderly rhythm by imposing a new accent, and continuing this new accent long enough to command recognition for itself and not long enough to supplant entirely the old rhythm; in the graphic arts jazz secures its effects by distorted images or vivid, secures its effects by distorted images or vivid, patchy spots of color that break up the canvas and prevent integrated, coherent interpretation of beauty; in manner jazz expresses itself in the ultra-conventional, the risqué, the shocking; in literature, and especially in poetry and drama, it chooses eccentric themes and thought expression is disconnected, incoherent, and inchoate.

Contrast the subtle touch of comedy that ancient and modern masters of art so skillfully introduced to relieve the heavy gloom of tragedy with the harsh intrusion of the bawdy dance and the vulgar hits of modern jazz; the latter brazenly smites and shocks one into attention, the former steals lurily into the consciousness of the audience and gives delightful respite.

Perhaps the most violent expression of jazz yet exhibited—and that, too, on a national scale—was experienced on that memorable Armistice Day of 1918: it was a fantastic rebound from the repressions and mental agonies of the war, a striking example of what may happen when the group mind, held taut to the breaking point for too long a period of time, becomes not quite sane and balanced and ex-



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presses itself in unaccountable, bewildering ways, such as chaos once knew.

To sum it all up, the object of jazz is to force itself obtrusively upon the attention by dissonant noise, by broken rhythm; by wild activity, by unusual behavior, by flashy color and outlandish modes. Whether its modern vogue may be attributed to an unconscious rescrudescence of the barbaric still latent in human nature, or a half-conscious, impish imitation of the barbaric, is difficult to say.

The remedy for jazz is hard to find because society has half-wittingly committed itself to this new, wild sort of freedom. In fact, it is consciously cultivated in some quarters, for it is quite the thing to speak and write sneeringly of the orderly, thoughtful ways and the so-called "repressions" of the Victorian era, and to "boost" the merits of the unusual and the striking of recent years. Certain quiet, refined values have doubtless been lost to life, and there is no help for it, but the case is far from irremediable.

As a substitute for jazz in arts and literature, there needs to be a large output of that which is not too difficult of interpretation for the great groups of ordinary people, of tired, pre-occupied men and women, and of bouyant, non-understanding youth; more simple, pleasing, and understandable must be the offering of music, art, and literature if tastes are to be formed that reject "jazz." Not all mortals can always endure the atmosphere of Olympus; it is too rarefied.

It may be that jazz received a more eager welcome because a dearth of music responsive to common joyousness caused rebellion, because dress too constraining was doomed in view of the modern devotion to physical activities. So give the music that is orderly and beautiful, but whose swinging melodies arouse a joyous response; give the art that has comprehensible beauty; give the dress that allows of freedom, give the manners that are not too hedged about by minute conventions; and jazz in a measure will cure itself.

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The one "sure cure" for jazz is an education that does not produce "jazzy minds," that cultivates more thoughtfulness, that discourages boisterous expressions of half-formed opinions and disorderly activities of whatever sort as an offense to beauty. The constant exposure of youth to the beautiful in form, sound, color, and motions that is not too difficult of interpretation will forestall pleasure in jazz. When once a love of beauty has pos-

sessed the mind of youth and a sense of order and completeness has become a part of their spiritual natures, when once they have "confirmed their souls in self-control," the barbaric irregularities and dissonances that outrage the beautiful in life will disappear. In the meantime let those who love beauty court beauty, and refuse to be cajoled or constrained to admit into the circle of their finer sensibilities the barbaric influence of jazz.

ITEMS of INTEREST

The Menace of the Movies

The above is the title of an article in a recent number of the *Christian Century* by Fred Eastman. Mr. Eastman has made a study of the moving picture over a period of several years and raises the question, "Has Mr. Hays made good his promise to clean up the picture snows." This study has included books, magazine articles and the literature and publicity matter issued by Mr. Hays's office together with letters of opinion from the readers of the *Christian Century*.

Mr. Eastman says that all of these letters with one single exception indicate that their authors think that the movies are no better or are worse than they were eight years ago. The opinions of editors and writers, Mr. Eastman finds is the same as that of the letter writers. A tribute to the Boy Scouts is made in the reference to "Children and Movies," a book by Mrs. Miller Mitchell in which she reports on a study into the movie experiences of 10,052 Chicago children. She classifies the boys into three groups, delinquents, non-delinquents, and Boy Scouts and finds that the first class attends movies most frequently, the second class next and the Boy Scouts least of all.

Mr. Eastman concludes:

"Movies have not been cleaned up. Their character is shady. Their morals are a mess. Their pull is downward. They are sickening the better elements of the public. They are educating millions of people daily in false standards of taste and conduct, false conceptions of human relationships." Moreover, Mr. Eastman believes that because of the character of the pictures and the fact that such a large part of the pictures shown in foreign countries are American made, that the people who see them gain their impressions of America therefrom, "and those impressions are turning the world's good will away from us" and are therefore a menace to our good name across the seas.

A total of 19,253 negro students were enrolled in American colleges last year. Of

this number 16,982 were in thirty-nine negro schools, most of them in the South, and 2,271 in sixty-five northern institutions which accept students of both races. The negro colleges conferred degrees on 1,776 men and women at the 1929 commencement season, while 394 were graduated from the other institutions, making a total for the year of 2,160 graduates.

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YOUR FRIENDS, THE PUBLISHERS

There has long since ceased to be any doubt about the constructive services of the textbook publishers to public school development. The day of questionable methods in the marketing of textbooks has also for the most part slipped into the limbo of forgotten things. Publishers are still the most potent force in curriculum development in America in spite of a generally awakened interest in this activity on the part of educators. The friendly attitude that uniformly exists between buyer and seller in the textbook business is a praiseworthy condition.

But publishers are sometimes thoughtlessly imposed upon by teachers, and a word needs to be said in this connection. The bane of the business is the terrific drain in the giving of free samples of textbooks. Perhaps publishers were originally at fault in encouraging this practice, but in fairness to them, teachers ought now aid in checking the practice. Textbooks could be sold at lower figures if this item of selling expense were materially reduced. And the teacher does hold much of the power of improvement in her own hands.

Publishers are glad to have teachers manifest enough interest in some new publication to write for a copy, but why should the teacher expect to get that copy without paying for it. Frequently there is no possibility whatever of its being considered for general use, but it is sent for merely because the teacher thinks it might be of value to her. In no other line of business would that same teacher expect to get a full-sized package of a product that interested her, although samples are sometimes offered. One cannot write for a tire for the automobile and expect it to be sent gratis on the theory that if satisfactory it may be adopted for all four wheels. Even a box of face powder cannot be obtained with the maker's compliments in the hope that by thus submitting it he may gain an exclusive five-year contract. Why should the publisher's wares be regarded so differently? If the teacher wants a copy of a new text, the equitable thing to do is to send along the money to pay for it. Or, because administrative heads of school systems are generally expected to be in touch with the newest materials, she can probably obtain a copy from the superintendent's office for such inspection as she wishes to make; or she can ask to have a rep-

resentative call. Publishers will never escape the necessity of supplying samples to school executives or teacher committees which are definitely charged with the duty of specific text adoptions, but they ought not to be subjected to indiscriminate requests.

The self-respect which makes us unwilling to step into a store and ask a merchant to give us an article off his shelves ought to govern us in our relation with textbook publishers. Let us be just as alert and responsive to publisher's announcements as ever, but let us play the game in a broadminded way by paying for what we want. Free book samples are not a proper perquisite of the office of teaching.

—From Ohio Schools, June, 1929.

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COUNTY SUPERINTENDENT, L. F. BLACKBURN THINKS MODERN TESTS ARE OF EPOCHAL IMPORTANCE

Writing for the Independence Examiner, County Superintendent L. F. Blackburn recently said of the testing program which he in corporation with the Central Missouri State Teachers College and the State Department of Education is putting on in Jackson county the following:

"This testing campaign is, perhaps, the most progressive, and the most scientific thing that has ever been attempted in the chosen fifteen counties where it is being done. It may lead to better things educationally for the entire state."

Superintendent Blackburn is justly proud that his county was one of the fifteen in the state selected for this work and his enthusiasm is shared by the teachers of the county as is indicated by the fact that all the school districts except four in his county are heartily cooperating.

The Western Reference and Bond Association of Kansas City which for the past several years has been an effective and popular agency through which teachers have found positions and boards of education have found teachers has been leased by Miss Gladys Robbins. Miss Robbins has been interested in this organization for several years, knows the details of its organization and operation completely and is endowed with the necessary tact and industry to manage it efficiently and satisfactorily.

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LEAGUE OF NATIONS ASSOCIATION ANNOUNCES TWO PRIZE CONTESTS

The national contests on the League of Nations have just been announced by the Educational Committee of the League of Nations Association. Students in the 6967 high schools throughout the United States will have a chance to compete in an examination on the League, while those in over 300 teachers colleges and normal schools may submit a thesis on some phase of internationalism. The winning student in each contest will have a trip to Europe, with a stay in Geneva to study the League of Nations at work; the second prize in each is \$100; the third prize \$50; in addition, a series of state and city prizes will be

\$30 to \$300

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arranged by branches of the Association. The high school examination will be held on March 14, 1930 in the various schools; registration for the thesis contest must be in by March 1st and the papers themselves must be mailed by March 31st to the Committee on Award.

The examination is the fourth of the National Competitive Examinations for High School Students to be held by the League of Nations Association. The trip to Europe was first won by David Wilson, 15 years old, of Portland, Oregon; the second year by Henry Benson Bobo, 15 years old, of Clarksdale, Mississippi; and last year by Winfred Polk, 16-year-old student of Corning, Arkansas.

Two students from each high school may compete in the national examination. It is suggested that they be selected in one of four ways: (1) by as many students as may be desired taking the national examination, and the teachers selecting therefrom the two best papers for forwarding to the Committee on Award; (2) by local preliminary examination arranged entirely by the teacher in charge; (3) by vote of the student body; or (4) by appointment on the basis of scholarship.

Questions in the examination will be based on "A Ten Year Review of the League of Nations," published by the League of Nations Association. One copy of this volume will be sent free of charge to each school upon receipt of official registration. The two papers from each registered high school must be forwarded not later than midnight of March 22nd

to the Chairman on Award, League of Nations Association, 6 East 39th Street, New York City.

The Committee on Award is: Miss Helen Clarkson Miller, Chairman; Charles C. Bauer; Joseph P. Chamberlain; Everett Colby; Clyde Eagleton; W. G. Kimmel; John L. Tildsley.

Last year the Educational Committee of the League of Nations Association inaugurated the First National Competitive Examination on the League of Nations for Normal Schools, for it was felt that such an examination would be of great value in giving to future teachers an opportunity to study the various phases of in-

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ternational cooperation as exemplified in the League of Nations. The first prize of a trip to Europe was won by Miss Edith Garrison of the Trenton State Normal School.

This year the contest for Teachers Colleges and Normal Schools is to be in the form of a thesis instead of an examination. The subjects include: How Patriotism and Internationalism may be Reconciled in the School; The Growth of International Cooperation through the League of Nations; Disarmament: Obstacles and Accomplishments; Practical suggestions for instruction in the League of Nations through the teaching of geography; An original story for children based on some specific incident or accomplishment of the League of Nations, or illustrating the aims and ideals of the League. If there are other topics in which students are particularly interested, they may submit such topics to the Committee on Award for approval.

Any regularly enrolled student in a teachers college, normal school or department of education of a college or university may compete. Students must register for the contest by March 1st, 1930, and the essays must be mailed not later than March 31st to the Committee on Award, Teachers College Contest, League of Nations Association, 6 East 39th Street, New York City. A suggested bibliography will be sent on receipt of the registration blank.

Chillicothe will furnish a penmanship exhibit for the Department of Superintendents of the National Education Association which meets in Atlantic City, New Jersey on February 23-28. Miss Blanche Sawyer, Supervisor of Penmanship in Chillicothe, is making up this exhibit from the actual classroom work of the pupils in the elementary grades.

County Superintendent George W. Hanson of Iron County is spending the second semester of the year doing graduate work at the University of Missouri. Mrs. Hanson is serving as deputy superintendent in his absence.

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